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ABSTRACT

The review of the Maryland statewide plan for postsecondary education was designed to identify and analyze issues confronting postsecondary education that were not contained in the initial plan and to evaluate progress made in carrying out recommendations in the initial plan. After an introduction, Chapter Two focuses on four new planning initiatives: higher education in the greater Baltimore metropolitan area, financing community colleges, financing auxiliary enterprise facilities, and faculty and administrative salaries at public four-year institutions. Chapter Three explores the implementation of role and mission actions in areas such as research and public service. Enrollments are discussed in Chapter Four and programs (e.g., for registered nurses, high ability students, continuing teacher education) are surveyed in the fifth chapter. Finance is examined in Chapter Six, including total funding levels, need-based grants for proprietary school students, and BEOG awards, among others. Chapter Seven considers facilities in areas such as dormitory construction and handicapped accessibility. The final chapter assesses faculty, libraries, and computer services. (PHR)

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FIRST ANNUAL REVIEW
OCTOBER 1979

Maryland Statewide Plan

for Postsecondary Education

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U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

State Board for Higher Education
16 Francis Street, Annapolis, Maryland

FIRST ANNUAL REVIEW

MARYLAND STATEWIDE PLAN FOR POSTSECONDARY EDUCATION

Adopted October 4, 1979

by the

State Board for Higher Education
16 Francis Street
Annapolis, Maryland 21146

(301) 269-2971

State of Maryland

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I. Introduction

Title 12 of the Maryland Code assigns the following specific planning responsibilities to the State Board for Higher Education.

12-111. (b) Development of plan

(1) In consultation with the institutions and agencies concerned with postsecondary education in this State, the Board shall develop an overall plan that:

(i) Sets forth both long and short range objectives and priorities of postsecondary education and methods and guidelines for achieving and maintaining them; and

(ii) Identifies the role, function, and mission of each public institution of postsecondary education in this State.

(2) The Board shall submit to the Governor and the General Assembly an annual review of the plan by July 1 of each year.

(3) The annual review shall include a report on the status and needs of postsecondary education in this State.

12-108. Authority of Board on Capital budget and institutional matters.

(d) Exercise of powers to be consistent with plan.

(1) The review and recommendations of the Board concerning the programs, objectives, and capital budgets of institutions under this section shall be consistent with the plan provided for in Section 12-111 of this subtitle.

(2) As to programs and objectives, the Board may make recommendations and require modifications for consistency with the plan.

The Maryland Statewide Plan for Postsecondary Education was adopted in July, 1978 following a planning process that lasted nearly two years. This report constitutes the first Annual Review of that Plan.

Also part of the higher education planning process is the Maryland Plan for Completing the Desegregation of the Public Postsecondary Institutions in the State, adopted in 1974. The principles and objectives presented in the Desegregation Plan

were made part of the Statewide Plan. Indeed, one of the four primary goals for postsecondary education identified in the Statewide Plan was accessibility: the goal of providing postsecondary education opportunities to all persons in Maryland who possess the ability and the desire to make use of them. Specifically, the identification of distinctive institutional roles and missions, policies pertaining to academic programs, enrollment limitation actions and finance proposals were designed to promote institutional choice on bases other than race, ensure equal educational opportunities for members of all races and provide for the viability of historically black campuses.

One of the most important features of the law requiring the Plan is the provision for annually reviewing the status of higher education. Indeed, a continuing review of performance in relation to stated goals is an essential component of any effective planning process. While a relatively brief period of time has elapsed since adoption of the Plan, considerable effort has been devoted by segments, institutions, and agencies to implementing its provisions. At the same time, additional issues have emerged which must be dealt with systematically in order to ensure their timely resolution.

The purposes of this Review are twofold: (1) to identify and analyze issues confronting postsecondary education which were not contained in the initial Plan and (2) to evaluate progress made in carrying out recommendations in the initial Plan. Chapter 2 of this review describes newly identified issues and proposes actions for dealing with them. The remaining Chapters evaluate the implementation of the Plan's major recommendations.

The Statewide Plan and the Annual Reviews provide overall guidance for development of segmental, institutional, and agency plans. Higher education has been exempted from the State's Executive Planning Process (EPP) for the past three years in order to permit concentrated effort on development and implementation of the Statewide Plan. The EPP is currently under review. Agreement has been reached between SBHE, the Department of State Planning (DSP), and the Department of Budget and Fiscal Planning (DBFP) that public segments, institutions, and agencies will submit annual five-year plans beginning in 1980 which will meet the requirements of both the Statewide Plan and the Executive Planning Process. These annual plans also will provide a basis for developing and reviewing institutional, segmental, and agency requests for Maximum Agency Request Ceilings (MARC) each Spring and will assist State agencies in their Fall reviews of operating and capital budget requests.

As currently envisioned, the University of Maryland, the Board of Trustees of the State Universities and Colleges, Morgan State University, St. Mary's College of Maryland, the State Board for Community Colleges , the Higher Education Loan Corporation, the State Scholarship Board, and the State Board for Higher Education are to develop five-year plans for submission by March 1 of each year beginning in 1980. These plans are expected to conform with provisions of the Statewide Plan and prior Annual Reviews. Specific instructions for submitting plans will be developed in consultation with the Department of Budget and Fiscal Planning, the Department of State Planning, and segments of higher education for issuance in November, 1979. SBHE enrollment projections will be published each November for use in institutional and segmental plans and in the annual Reviews of the State Plan. Annual reviews of the Statewide Plan will continue to be completed by July each year, and will be the vehicle for modifying earlier plans, evaluating implementation of the Statewide Plan, and providing guidance for subsequent institutional, segmental, and agency plans.

II. New Planning Initiatives

Four new major planning initiatives are currently underway or will be undertaken during 1979 and 1980. A brief description of the background and status of each is contained in this chapter.

HIGHER EDUCATION IN THE GREATER BALTIMORE METROPOLITAN AREA

Twenty-one of the State's 53 institutions of higher education are located in Baltimore City and Baltimore County (See Table 1). These institutions include four community colleges, five public colleges and universities, one public upper division institution, one independent two-year institution, and ten independent colleges and universities.

In 1977, Baltimore City and Baltimore County had a population of 1,448,900, which was 35 percent of the State total. In Fall, 1978, the 21 Baltimore institutions enrolled 89,804 (41.6%) of the 215,790 students enrolled Statewide. This included 33.6 percent of the new full-time freshmen, 39.7 percent of the full-time undergraduates, 38.0 percent of part-time undergraduates, 53.9 percent of full-time graduate students, 53.7 percent of part-time graduate students, and 100 percent of first professional students.

Missions

Independent institutions in the Baltimore area have diverse missions which reflect their history and independent governance. These institutions include three liberal arts colleges - two of which are for women, and one which is coed and offers bachelor's and master's degrees; two institutes for art and music; one two-year liberal arts career-oriented college; a rabbinical college; a seminary; a Hebrew college; a non-traditional college, and a comprehensive research university.

Missions of the community colleges are similar, with three serving Baltimore County and one serving Baltimore City. Among the other public institutions, there are both similarities and differences in missions. The University of Maryland - Baltimore City is the location of the University's major professional schools of medicine, dentistry, nursing, pharmacy, social work and community planning, and law, and includes as well programs

TABLE 1

INSTITUTIONS OF HIGHER EDUCATION IN BALTIMORE CITY
AND BALTIMORE COUNTY

Baltimore City	Baltimore County
Public Two Year	
Community College of Baltimore	Catonsville Community College
	Dundalk Community College
	Essex Community College
Public Colleges and Universities	
Coppin State College	Towson State University
Morgan State University	
University of Baltimore	
University of Maryland	
University of Maryland - Balt. City	University of Maryland - Balt. Cnty.
Independent Institutions	
Antioch University - Maryland	Goucher College
Baltimore Hebrew College	Villa Julie (2 year)
Johns Hopkins University	
Loyola College	
Maryland Institute - College of Art	
Ner Israel Rabbinical College	
College of Notre Dame	
Peabody Institute	
St. Mary's Seminary and University	

for allied health professions, the University Hospital, and the Maryland Institute for Emergency Medical Services. The University of Baltimore is an upper division institution which emphasizes business and legal studies, although it also offers programs in other areas. Coppin and Towson are liberal arts institutions. Morgan State and UMBC are universities offering limited doctoral programs. Morgan and Coppin are predominantly black institutions with significant numbers of students from Baltimore City. Morgan also enrolls a substantial number of residents of other states. The Statewide Plan envisions Morgan developing a specialized urban-oriented graduate, research, and public service mission. Towson and UMBC both enroll high proportions of Baltimore City and Baltimore County residents at both the bachelors and masters levels.

Enrollments

Table 2 shows enrollments for Baltimore institutions in comparison to Statewide enrollments for each of the past five years (this comparison excludes first professional enrollments, all of which are in Baltimore institutions). During this period, total enrollments grew by 15.9 percent Statewide and by 11.7 percent in Baltimore institutions. Baltimore enrollments made up the following percentages of the Statewide total for each of the past five years: 1974 -42.3%; 1975 - 42.8%; 1976 - 42.1%; 1977 - 41.0%; 1978 - 40.7%. Thus, these institutions have held a slightly declining share of total Statewide enrollments (excluding first professional). Baltimore institutions maintained relatively stable shares of full-time undergraduate and graduate enrollments, substantially increased their share of part-time graduate enrollments, but substantially declined in their share of part-time undergraduate enrollments. Thus, although Baltimore institutions increased their part-time undergraduate enrollments by 14.9 percent, they did not keep pace with the Statewide increase of 34.1 percent.

There have been a number of differences in enrollment trends at various types of institutions. Table 3 shows enrollment trends by category of students at community colleges, public colleges and universities, and independent institutions in comparison to Statewide totals. For new full-time freshmen, each type of institution maintained a relatively stable share of the Statewide total between 1974 and 1978. However, both community colleges and public colleges and universities had declines during the most recent years following earlier increases. In terms of full-time undergraduates, public colleges and universities have had a slightly declining share since 1974. Part-time undergraduate enrollment proportions of Statewide totals declined at all three types of institutions, although actual enrollments declined only at independent institutions. Full-time and part-time graduate enrollments grew in actual numbers and as a percent of Statewide enrollments.

TABLE 2

ENROLLMENTS IN BALTIMORE INSTITUTIONS
AND STATEWIDE BY STUDENT CATEGORY

	1974	1975	1976	1977	1978	Five Year Change
New Full-Time Freshmen						
Statewide	26,494	27,611	30,052	30,680	29,050	+ 9.6%
Baltimore	9,004	10,796	10,755	10,325	9,759	+ 8.4%
% of State Total	34.0%	39.1%	35.8%	33.7%	33.6%	
Full-Time Undergraduates (1)						
Statewide	94,043	99,101	99,399	101,540	97,117	+ 3.3%
Baltimore	36,750	39,966	40,058	40,335	38,547	+ 4.9%
% of State Total	39.1%	40.3%	40.3%	39.7%	39.7%	
Part-Time Undergraduate						
Statewide	66,144	79,088	80,879	86,175	88,715	+34.1%
Baltimore	29,355	34,073	32,640	33,243	33,739	+14.9%
% of State Total	44.4%	43.1%	40.4%	38.6%	38.0%	
Full-Time Graduate						
Statewide	6,545	7,049	7,111	7,379	7,189	+ 9.8%
Baltimore	3,443	3,882	3,853	3,928	3,874	+12.5%
% of State Total	52.6%	55.1%	54.2%	53.2%	53.9%	
Part-Time Graduate						
Statewide	16,287	17,530	19,372	18,857	19,090	+17.2%
Baltimore	7,793	8,904	10,483	10,274	10,257	+31.6%
% of State Total	47.8%	50.8%	54.1%	54.5%	53.7%	
Total Headcount (Excluding First Professional Enrollments)						
Statewide	183,019	202,768	206,761	213,951	212,111	+15.9%
Baltimore	77,341	86,825	87,034	87,780	86,417	+11.7%
% of State Total	42.3%	42.8%	42.1%	41.0%	40.7%	

(1) Includes New Full-Time Freshmen

TABLE 3

ENROLLMENTS IN BALTIMORE INSTITUTIONS AND STATEWIDE
BY TYPE OF INSTITUTION AND STUDENT CATEGORY

	1974	1975	1976	1977	1978	Five Year Change
New Full-Time Freshmen						
Community Colleges	2,870	3,915	4,022	3,572	3,175	+10.6%
% of State Total	10.8%	14.2%	13.4%	11.1%	10.9%	
Public Colleges and Univ.	4,233	4,971	4,763	4,774	4,524	+ 6.9%
% of State Total	16.0%	18.0%	15.8%	15.6%	15.6%	
Independent	1,901	1,910	1,970	1,979	2,060	+ 8.4%
% of State Total	7.2%	6.9%	6.6%	6.5%	7.1%	
Statewide	26,494	27,611	30,052	30,680	29,050	+ 9.6%
Full-Time Undergraduates						
Community Colleges	8,088	10,157	10,368	10,158	9,289	+14.8%
% of State Total	8.6%	10.2%	10.4%	10.0%	9.6%	
Public Colleges and Univ.	21,454	22,327	22,288	22,769	21,570	+ 0.5%
% of State Total	22.8%	22.5%	22.4%	22.4%	22.2%	
Independent	7,208	7,482	7,402	7,408	7,688	+ 6.7%
% of State Total	7.7%	7.5%	7.4%	7.3%	7.9%	
Statewide	94,043	99,101	99,399	101,540	97,117	+ 3.3%

TABLE 3 (Continued)

Part-Time Undergraduates						
Community Colleges	17,391	20,223	21,130	21,529	22,074	+26.9%
% of State Total	26.3%	25.6%	26.1%	25.0%	24.9%	
Public Colleges and Univ.	8,076	9,735	7,870	8,499	8,448	+ 4.6%
% of State Total	12.2%	12.3%	9.7%	9.9%	9.5%	
Independent	3,888	4,155	3,640	3,215	3,217	-17.3%
% of State Total	5.9%	5.2%	4.5%	3.7%	3.6%	
Statewide	66,144	79,088	80,879	86,175	88,715	+34.1%
Full-Time Graduate Students						
Public Colleges and Univ.	1,205	1,541	1,417	1,398	1,274	+ 5.7%
% of State Total	18.4%	21.9%	19.9%	18.9%	17.7%	
Independent	2,238	2,341	2,436	2,530	2,600	+16.2%
% of State Total	34.2%	33.2%	34.3%	34.3%	36.2%	
Statewide	6,545	7,049	7,111	7,379	7,189	+ 9.8%
Part-Time Graduate Students						
Public Colleges and Univ.	3,200	3,255	4,698	4,394	4,553	+42.3%
% of State Total	19.6%	18.6%	24.3%	23.3%	23.9%	
Independent	4,593	5,649	5,785	5,880	5,704	+24.2%
% of State Total	28.2%	32.2%	29.9%	31.2%	29.9%	
Statewide	16,287	17,530	19,372	18,857	19,080	+17.2%

with independent institutions showing greater growth than the State as a whole among full-time students, and both public and independent institutions showing greater growth than the State as a whole among part-time students.

Issues

The major issue affecting higher education in the Baltimore area is increasing competition among a large number of campuses for a relatively stable and potentially declining pool of undergraduate students.

Among full-time undergraduates, Baltimore institutions as a whole have maintained a relatively stable share of Statewide enrollments. Community colleges and independent institutions have increased their shares as well as their actual numbers of students. Public colleges and universities, as a whole, however, have had relatively stable enrollments and a slightly declining share of the Statewide total. Among public colleges and universities, UMBC, and UMAB have had declines in full-time undergraduates for three consecutive years and have lower enrollments than five years ago. However, at UMAB much of the decline (about 200 students) is the result of termination of a contractual arrangement for training nurses for the U.S. Army. The University of Baltimore has had small declines for the past two years. Coppin had a decline between 1977 and 1978, but is above its enrollment level of five years ago. Morgan also had a decline between 1977 and 1978 and is slightly below its enrollment level of five years ago. Towson is the one public college or university in the region that has experienced strong growth in full-time undergraduates (See Table 4).

Among part-time undergraduates, only the region's community colleges have experienced growth rates approximating the Statewide rate. Public colleges and universities showed slight growth while independent institutions had a decline. Most of the decline in the independent sector took place in the Johns Hopkins Evening Division, which decreased from 2,344 in 1974 to 1,611 in 1978. Among public colleges and universities, both Morgan and Towson have had declines for three consecutive years and Coppin for two. Both UMAB and UMBC have had increases.

Public colleges and universities in the Baltimore area could accommodate in the future a significantly larger number of full-time students (between 3,000 and 6,000 FTE students, depending on the programs offered). However, even if they had maintained the same shares of full-time and part-time undergraduate enrollments as they had five years ago, this would have added only about 1,400 FTE students to actual 1978 enrollments.

TABLE 4

FULL-TIME UNDERGRADUATE ENROLLMENT TRENDS AT
BALTIMORE PUBLIC COLLEGES AND UNIVERSITIES

	1974	1975	1976	1977	1978
Coppin	1,766	2,043	1,850	2,277	2,041
Morgan	3,837	4,311	4,307	4,301	3,711
*Univ. of Balto.	1,699	1,130	1,190	1,125	1,056
UMAB	1,524	1,560	1,474	1,371	1,139
Towson	7,799	8,353	8,542	9,142	9,226
UMBC	4,829	4,930	4,925	4,553	4,397
	21,454	22,327	22,288	22,769	21,570

*Became an Upper Division Institution in 1975 and therefore has not accepted freshmen and sophomores since that time.

TABLE 5

PUBLIC AND PRIVATE
HIGH SCHOOL SENIORS

Fall	Balt. City	Balt. County	Balt. Total	State Total	Balt. As a Percent of St. Total
1970	10,550	10,061	20,611	57,113	36.1%
1971	10,436	10,388	20,824	58,830	35.4%
1972	10,080	10,541	20,621	59,249	34.8%
1973	10,335	10,680	21,015	60,713	34.6%
1974	10,074	11,041	21,115	62,046	34.0%
1975	10,465	11,033	21,498	63,646	33.8%
1976	9,751	10,922	20,673	63,490	32.6%
1977	9,968	10,965	20,933	64,532	32.4%
1978	9,807	10,642	20,449	64,369	31.8%

Full-time undergraduates represent a particular problem for three reasons. First, they make up the majority of students at most colleges and universities. For Fall 1978, they represented the following percentages of total enrollments at Baltimore's public four-year schools: Coppin - 71%; Towson - 60%; Morgan - 71%; UMBC - 81%. Second, Baltimore institutions as whole currently enroll higher percentages of the State's full-time undergraduates than Baltimore City and Baltimore County's share of the State's population. Because most of the Baltimore area institutions depend heavily on residents of Baltimore City and County for their undergraduates, the prospect of increasing their shares of the State's undergraduate enrollments does not appear to be favorable, although the University of Maryland anticipates that additional students may choose to attend UMBC as enrollments at UMCP are lowered. Third, the number of high school seniors has begun to stabilize Statewide and has begun to decline in the Baltimore area (see Table 5). As a result, Baltimore City and County high schools have been making up a decreasing proportion of the Statewide total (36.1% in 1970; 31.8% in 1978). Thus, the pool of prospective students in the Baltimore area has begun to decline in relation to the Statewide pool.

Because most public colleges and universities in the Baltimore area have programs in similar fields, the competition for students among them is likely to intensify. Enrollment problems have, in fact, already developed at several institutions. However, in addition, opportunities will exist for innovation, quality improvement, and serving unmet and changing needs that could not be taken advantage of during an era of growth. Because both problems and opportunities will have to be dealt with in an era of tight resources, it is prudent to thoroughly analyze and plan for the Baltimore area at this time.

Action

In March of 1979, the SBHE initiated a study of public colleges and universities (excluding UMAB) in the Baltimore area. Public colleges and universities were selected because of: (1) many program similarities among them, (2) excess plant capacity in the future, and (3) enrollment declines at several of them. Segments and institutions have been asked to analyze programs which have had low or declining enrollments. These responses will be used to explore alternatives for greater mission specialization and program cooperation among institutions and the prospects for qualitative improvements in programs. Other feasible options will also be explored.

THE SBHE, IN CONSULTATION WITH AFFECTED SEGMENTS AND INSTITUTIONS, WILL SUBMIT RECOMMENDATIONS TO THE GOVERNOR AND LEGISLATURE CONCERNING PUBLIC COLLEGES AND UNIVERSITIES IN THE BALTIMORE AREA DURING 1980.

FINANCING COMMUNITY COLLEGES

The State has a legislatively mandated formula providing State funds for the 17 Maryland community colleges. The State provides 50 percent of the current expenses at 13 of the community colleges, up to a maximum of $800 per full-time equivalent student; and 55 percent of the current expenses up to a maximum of $1,250 at Wor-Wic, and $1,485 each at Cecil, Chesapeake and Garrett. The remainder of current expenses are supported by local appropriations and student tuition and fees. In addition, the State contributes to the cost of State-approved community college capital projects according to the percent contributed in the State aid formula for support of elementary and secondary schools.

A change in the maximum amount the State can pay requires legislative action. The original formula was enacted in 1969. The maximum amount has been increased twice since then, with the latest increase occurring for FY 1978. In FY 1978, the State's actual support of the operating costs at the community colleges ranged from a low of 33 percent at Montgomery to a high of 55 percent at Garrett and Wor-Wic. For the community college segment as a whole, State support is projected to decline to 37 percent in FY 1980, down from 41 percent in FY 1976. The local share is expected to stay fairly constant at about 31 percent. However, the student share is projected to increase to 30 percent in FY 1980, up from 27 percent in FY 1975.

The Executive Director of the State Board for Community Colleges and the presidents of the community colleges have been meeting for several months to discuss and analyze various alternatives for funding community colleges. The group has developed specific recommendations which have been approved by SBCC and which have been presented to the State Board for Higher Education for consideration.

THE STATE BOARD FOR HIGHER EDUCATION WILL RECOMMEND A PLAN FOR FINANCING COMMUNITY COLLEGES TO THE GOVERNOR AND TO THE GENERAL ASSEMBLY.

FINANCING AUXILIARY ENTERPRISE FACILITIES

The State has not had a consistent policy for funding auxiliary facilities. State revenues have been used to construct 6,528 dormitory beds at public colleges and universities, while institutions have funded construction of 9,204 beds from other revenue sources. The State has constructed student unions at five institutions, while four other institutions have paid for their own unions. Two institutions presently have no union and one institution has a temporary one. In recent years, the State, in general, has had a policy of not financing auxiliary enterprise facilities but has made a number of exceptions to this policy.

A major issue concerns who should pay to construct student unions at institutions which do not have one and who should pay for additional dormitory beds which some institutions require to meet enrollment targets. A second issue concerns who should pay for renovating existing auxiliary facilities to comply with Federal handicapped modification requirements, as well as modifications required for energy conservation. A third issue is who should pay to correct problems caused by deferred maintenance at these facilities.

THE STATE BOARD FOR HIGHER EDUCATION, IN CONSULTATION WITH AFFECTED SEGMENTS AND INSTITUTIONS, WILL UNDERTAKE A STUDY TO ASSESS THE NEED FOR ADDITIONAL AUXILIARY ENTERPRISE FACILITIES AND TO RECOMMEND STATE POLICIES FOR FUNDING SUCH FACILITIES. THIS STUDY WILL BE COMPLETED IN EARLY 1980.

FACULTY AND ADMINISTRATIVE SALARIES AT PUBLIC FOUR-YEAR INSTITUTIONS

One responsibility assigned to the SBHE by law is the establishment of "...general guidelines for faculty and administrative salaries for consideration by the governing boards of the institutions." The Plan recommends that faculty and administrative salaries be maintained at levels which are competitive with those at comparable institutions.

Faculty and administrative salary levels in Maryland vary widely among institutions. Salary levels at some institutions appear to be quite competitive with those at comparable institutions, while those at other institutions are not.

Segments and institutions employ a variety of methods for assessing salary requirements and for determining salary levels. The State Plan emphasizes the importance of providing campuses with flexibility in determination of salary levels for individuals in order to provide campus administrators with the ability to allocate resources in ways that enable them to retain and recruit high quality personnel.

There are a number of issues that require resolution. First, a credible method must be established for determining competitive faculty and administrative salary levels. Second, funding policies and mechanism must be established for adequately supporting desired salary levels. Finally, evaluation processes need to be developed to monitor the effectiveness of guidelines and funding mechanisms. The SBHE has initiated a study to address these issues. To date, schools to be used for comparisons have been proposed by institutions and segments.

THE SBHE IN CONSULTATION WITH AFFECTED PUBLIC SEGMENTS AND INSTITUTIONS, WILL DEVELOP GUIDELINES FOR ADMINISTRATIVE AND FACULTY SALARIES. THESE GUIDELINES WILL BE COMPLETED IN 1980.

III. Implementation of Role and Mission Actions

This chapter and the chapters that follow are reviews of the degree to which actions in the Statewide Plan have been implemented since it was adopted by the SBHE in July, 1978. Each chapter corresponds to a chapter in the July 1978 Plan. Within each chapter are status reports on the actions contained in the Plan, along with assessments of progress and provisions for further actions when appropriate.

The Plan identifies overall segmental missions for the University of Maryland, institutions governed by the Board of Trustees of the State Universities and Colleges, and Community Colleges. Campus missions also are identified for Morgan State University and St. Mary's College of Maryland. Missions are identified in terms of a number of characteristics. The status of institutions in each of these areas is reviewed below.

DEVELOPMENT AND USE OF PREDICTIVE INDICES FOR ADMISSIONS

The Plan provides for each public college and university to develop appropriate indices for predicting student success in its programs. Each institution is to utilize such indices for admitting students to its freshman class beginning in the Fall of 1979 with full implementation not later than Fall, 1980.

Status

Table 6 summarizes the predictive indices now used or planned for use for Fall, 1980.

University of Maryland. The University of Maryland traditionally has utilized two predictive indices for freshman admission to the Baltimore County, College Park, Eastern Shore and University College campus. One index utilizes as predictors prior performance in secondary school as measured by both rank in class and grade average; the other utilizes as predictors a standardized test score (SAT) and prior performance in secondary school as measured by grades. Both indices were designed to be approximately equivalent in predicting academic success. However, because few high schools in Maryland compute class rank any longer, the index utilizing high school grades and test scores apparently is used more widely.

TABLE 6

STATUS OF PREDICTIVE INDEX USE AND DEVELOPMENT

	Predictive Index Used Now?	Predictive Index Used Planned?	Admissions Criteria Used or Proposed	Criterion Used	Exemptions to Regular Admissions %
Bowie State College	No	Yes	Segmentwide High School average of C or better as minimum requirement; each institution is developing a predictive index. (For Fall, 1980)	First year GPA except for Salisbury, which will use number of credits completed during first year with C grade or higher	15%
Coppin State College	No	Yes			15%
Frostburg State College	No	Yes			15%
Salisbury State College	No	Yes			15%
Towson State University	No	Yes			15%
University of Balto.[1]	No				
Morgan State Univ.	No	Yes		First Year GPA	
St. Mary's College of Maryland	Yes	Yes	SAT=900 & HS GPA=2.5 - up to April 15 - slides down after April 15 to SAT=800 & HS GPA - 2.0 (For Fall, 1979)	First Year GPA	5-10%
University of Maryland	Yes	Yes	Average in HS Academic Courses = C and HS Rank in top 40% or Sliding combination of SAT and HS GPA from SAT = 1490 & GPA = 1.01 to SAT = 400 & GPA = 3.16 (For Fall, 1980)	First Year GPA	University-wide - 15%

[1] Admission to University of Baltimore is regulated by the "Maryland Student Transfer Policies."

[2] Students within the "mature adult" category applying for admission to UMUC are exempted from the University-wide admissions standards.

The University's Board of Regents, at its November 17, 1978 meeting, approved an alteration to University-wide predictive indices which, in effect, raises cut-off scores needed for assured admission. The new policy, which will become effective in the Fall 1980, also calls for an individual admission category (up to 15% of the new freshman class, university-wide, may be admitted under this category). Each campus will develop criteria for administering this category. The College Park campus is considering use of non-traditional admission criteria to admit students under the individual admission category. This policy would benefit minority students who do not perform as well as non-minorities on standardized tests and who may have been deprived of the opportunity for quality education. This policy, if successful, could become a model for other four-year institutions. University College will continue its mature adult category of admission for those applicants who have been out of high school for a specified minimum length of time or who are veterans or active duty armed forces personnel.

State Universities and Colleges. The institutions under the governance of the Board of Trustees of the State Universities and Colleges (Bowie, Coppin, Frostburg and Salisbury State Colleges, Towson State University and the University of Baltimore) traditionally have had an open-door admission policy, with the exception of the University of Baltimore (admission to the University of Baltimore is regulated by the Maryland Student Transfer Policies). The Board of Trustees, at its May 1979 meeting, adopted a new "Admission Requirements and Academic Standards" policy to be implemented by Fall, 1980. Under the new policy, institutions under the Board of Trustees' governance will require all full-time and part-time entering freshmen who have graduated from high school within five years of admission to have attained a high school average of C or better. The institutions, however, are encouraged to adopt standards above the minimum level. Each institution also is required to develop a predictive index of academic success to admit students over and above the minimum requirements. Each institution may exempt up to 15 percent of its entering freshman class from minimum requirements in those cases where applicants show potential for success in higher education.

A comprehensive approach to developmental education also will be implemented in this segment. All entering freshmen will be administered diagnostic/placement tests in reading, writing, and mathematics to determine strengths and weaknesses. All students scoring below a pre-determined standard on those examinations will be required to participate in remedial programs designed to eliminate basic skill deficiences. These students will be administered post-tests to determine if they have reached established standards. Students who fail to meet standards within two semesters and a summer session will not be retained at the institution. Students who exhibit a weakness in

the basic skills area but are not in need of full remediation will be given a prescribed program to be completed prior to admission to junior status.

Morgan State University. Morgan State University does not currently use a predictive index as a basis for admitting students. In 1972, an attempt was made to introduce a predictive measure but for several reasons it was not utilized in ensuing years. The 1972 index used High School Rank and SAT scores to predict Freshman Grade Point Average. This index, however, was developed for placement purposes. Morgan plans to review the 1972 index and to examine its possible use in the near future.

St. Mary's College of Maryland. St. Mary's used a predictive index to admit students to the Fall, 1978 freshman class. This index, developed in cooperation with the College Entrance Examination Board, utilized as predictors SAT scores and high school grade point average. This index is currently under review because of its low validity.

Because of a significant increase in early applicants and in order to ensure the admission of those with the highest probability of success, St. Mary's has implemented a two-stage admissions process for the Fall 1979 freshman class. The floor for acceptance has been increased to a 2.5 High School Grade Point Average and 900 SAT total score until April 15. After April 15, if freshman places still remain, these criteria will be lowered to a 2.0 high school GPA and 800 composite SAT score. In both periods, admission staff may exercise discretion in unusual circumstances and admit applicants who would not normally qualify. Historically, less than ten percent of St. Mary's entering class has been exempted from the minimum requirements.

Assessment

University of Maryland. The University of Maryland indicates that its new admissions policy will result in higher admissions standards at UMCP, UMBC and UMES. The University is requiring each of its campuses to develop specific criteria for admitting students in the 15 percent individual admissions category. This appears to be a sound policy for taking into account certain characteristics that may help to predict success for students who do not perform well on standardized tests.

State Universities and Colleges. The Board of Trustees of the State Universities and Colleges now has implemented a segment-wide policy requiring that students must have achieved a

"C" average or better in high school in order to be admitted (up to 15 percent of each entering class may be exceptions to this minimum). The Board also is requiring each institution to develop predictive indices for admitting students. Considering that 97 percent of high school seniors in the class of 1978 reported that they had obtained a "C" average or better (with virtually no difference by race) (Source: 1978 High School Follow-Up, Maryland State Department of Education), it is important that predictive indices be developed by individual institutions as required by BTSUC, because the segment-wide minimum grade requirement will by itself contribute little to ensuring admission of students with a high probability of success. Four institutions have completed development of their predictive indices and one institution has work in progress. BTSUC reports that the institutions will utilize their indices for their Fall 1980 entering classes. In addition, criteria should be developed for administering the special admission category in order to ensure such students possess characteristics which indicate they have a reasonable chance of meeting with success at the institution.

St. Mary's College of Maryland. St. Mary's utilized a predictive index for Fall 1978 and currently is reviewing it in an attempt to increase its validity. Until the revision is completed, it will increase its admission standards for the class of Fall 1979 over those of the 1978 predictive index until April 15, 1980. Because increasing numbers of students have been applying to St. Mary's in recent years and a relatively low percentage of students admitted do not meet minimum requirements, St. Mary's can be expected to succeed in enrolling a class with relatively high academic qualifications.

Morgan State University. Morgan indicates that it is now completing a comprehensive review of the predictive index used in 1972 and that an index will be used for admitting its Fall 1980 freshman class.

The State Plan calls for an increased emphasis on evaluating student preparation in order to ensure they can successfully complete programs at public four-year institutions. There are two major reasons for moving in this direction. First, high attrition rates at many institutions indicated a need to better identify those students who are likely to benefit from, and succeed in, programs of individual institutions. Second, possible duplication of developmental programs necessary if an open-door policy is maintained for all institutions is an inefficient use of State resources. The Plan calls for increased assessment of student preparedness through use of predictive indices for Fall 1980 admissions.

The use of predictive indices does not imply that the State's colleges and universities will become "elitist" institutions; rather that only those prospective students with a certain likelihood of completing a program of study will be admitted, given the individual institutions' resources and academic standards. As a consequence, students should be better served and attrition rates should be reduced. Academic standards of the colleges and universities are expected to increase gradually.

The use of predictive indices by institutions with stable or declining enrollments might decrease enrollments in the short run. However, lower attrition rates and higher academic standards are likely to help institutions over the long run to become more attractive to prospective students.

Action

1. THE SBHE WILL CONTINUE TO MONITOR DEVELOPMENT OF PREDICTIVE INDICES BY PUBLIC COLLEGES AND UNIVERSITIES TO ENSURE THAT THEY ARE USED TO ADMIT STUDENTS TO THE FRESHMAN CLASS FOR FALL 1980. THE SBHE STAFF WILL ACTIVELY ASSIST THESE INSTITUTIONS IN THE DEVELOPMENT OF PREDICTIVE INDICES BY PROVIDING TECHNICAL ASSISTANCE IF NECESSARY. THE UNIVERSITY OF MARYLAND, THE STATE UNIVERSITIES AND COLLEGES, MORGAN STATE UNIVERSITY AND ST. MARY'S COLLEGE WILL DESCRIBE THE PREDICTIVE INDICES TO BE USED TO ADMIT STUDENTS TO THE FRESHMAN CLASS OF 1980 IN THEIR 1980 ANNUAL PLANS.

2. THE UNIVERSITY OF MARYLAND, THE STATE UNIVERSITIES AND COLLEGES, MORGAN STATE UNIVERSITY AND ST. MARY'S COLLEGE WILL REPORT IN THEIR 1980 ANNUAL PLANS CRITERIA TO BE USED TO ADMIT STUDENTS TO THE FRESHMAN CLASS OF FALL 1980 WHO DO NOT QUALIFY UNDER THE REGULAR ADMISSION CRITERIA.

3. THE SBHE WILL MONITOR THE UTILIZATION AND EFFECTIVENESS OF PREDICTIVE INDICES. AS PART OF ANNUAL SEGMENTAL AND INSTITUTIONAL PLANS, BEGINNING IN SPRING 1980, EACH PUBLIC COLLEGE AND UNIVERSITY WILL PROVIDE THE SBHE WITH A PROFILE OF THE ACADEMIC PREPARATION OF THE PREVIOUS FRESHMAN CLASS. EACH INSTITUTION MAY CHOOSE THE MEASURES TO BE INCLUDED IN THE PROFILE, BUT MUST AS A MINIMUM INCLUDE: MEAN HIGH SCHOOL GRADE POINT AVERAGE, MEAN SAT-V AND MEAN SAT-M. BEGINNING WITH THE 1981 UPDATE OF THE PLAN EACH PUBLIC FOUR-YEAR INSTITUTION ALSO WILL PROVIDE THE SBHE WITH THE PROPORTION OF THE ENTERING FRESHMAN CLASS ADMITTED AS EXEMPTIONS FROM REGULAR ADMISSION CRITERIA. THE SBHE STAFF ANNUALLY WILL EVALUATE THE UTILIZATION AND EFFECTIVENESS OF PREDICTIVE INDICES IN TERMS OF INSTITUTIONAL RETENTION RATES, ACADEMIC PREPARATION OF ENTERING FRESHMAN CLASS, AND PROPORTION OF THE FRESHMAN CLASS ADMITTED AS EXEMPTIONS FROM THE REGULAR ADMISSION CRITERIA.

PERCENTAGE OF UNDERGRADUATES IN THE LOWER DIVISION

The Plan recommends that by Fall 1982 each public college and institution should have no more than 60 percent (45 percent for UMCP) of its undergraduate students in the lower division. These percentages of lower division enrollments would make Maryland institutions more comparable to their national counterparts in terms of their relative emphases on lower and upper-division students and would be consistent with identified missions.

Status

Table 7 shows changes in the percentages of lower division students between Fall 1977 and Fall 1978. Of the seven schools which enrolled higher percentages than their goals during Fall 1977, five (UMBC, UMCP, Salisbury, Morgan, St. Mary's) made progress toward or exceeded their goals while two (UMES, Coppin) moved away from their goals.

Assessment

Particularly significant progress was made by UMCP in reducing its enrollment of lower division students toward the 45 percent level. At the UMES campus, movement away from its goal was in part a result of success in recruiting new freshmen. At Morgan, even though progress was shown toward its goal, its percentage of lower division students remains extremely high and substantial progress in increasing student retention and enrolling community college transfer students will have to be made in order to achieve its goal by Fall 1982. Under current conditions, Morgan indicates it will achieve its goal by 1985.

Action

EACH INSTITUTION SHOULD CONTINUE TO PLAN TO ACHIEVE OR EXCEED ITS FALL 1982 GOAL FOR PROPORTION OF STUDENTS IN THE LOWER DIVISION.

COORDINATION OF PROGRAMS BETWEEN COMMUNITY COLLEGES AND PUBLIC COLLEGES AND UNIVERSITIES AND ENROLLMENT OF COMMUNITY COLLEGE TRANSFER STUDENTS

The Plan recommends that all public colleges and universities in increasing their emphases on upper division enrollments, devote special attention to enrolling community college transfer students. The Plan recommends that public colleges and universities and two-year institutions coordinate

TABLE 7

Distribution of Classified Undergraduate Students

	1977		1978	
	Lower Division	Total	Lower Division	Total
University of Maryland				
UMBC	3,022 (63.2%)	4,782	2,927 (63.1%)	4,641
UMCP	15,354 (53.5%)	28,698	14,634 (52.6%)	27,813
UMES	593 (66.6%)	890	755 (82.7%)	913
State Universities and Colleges				
Bowie	919 (59.8%)	1,537	889 (58.5%)	1,519
Coppin	1,282 (66.3%)	1,933	1,546 (68.2%)	2,266
Frostburg	1,645 (57.0%)	2,888	1,700 (58.0%)	2,932
Salisbury	1,893 (60.8%)	3,112	1,836 (58.2%)	3,156
Towson	5,808 (54.5%)	10,664	5,456 (52.1%)	10,469
Morgan State University	3,571 (76.9%)	4,642	2,975 (73.3%)	4,059
St. Mary's College	635 (62.6%)	1,014	722 (62.2%)	1,161

their programs to ensure that students who successfully complete programs at community colleges are prepared to undertake work in a four-year institution. This coordination will enhance the ability of colleges and universities to attract transfer students.

Status - Program Coordination

University of Maryland. The University of Maryland has a well-established and comprehensive program for coordinating transfer programs at community colleges with those at its campuses. This program is headed by a Director of Articulation, who is a member of the Central Administrative staff. The University publishes a series of booklets which describe coursework, by institution and program, for which a transferring student will receive credit toward a bachelors degree at the University. This series was revised and distributed during 1979. Four major additions to this series were for newly approved programs at UMES: Environmental Science, Construction Management Technology, Hotel and Restaurant Management, and Poultry Management and Technology. The University College has an additional program for articulation in which its counselors periodically visit community college campuses to provide on-site academic advice to students who are considering transferring to UMUC for further part-time study.

In addition to coordination of programs with community colleges, the College of Engineering has developed a dual degree program with almost all public four-year institutions in the State. Under this arrangement, a student can transfer to a UMCP engineering program from a four-year school. Successful completion of the UMCP engineering program results in the award of an engineering degree from UMCP and award of a bachelor's degree in another field by the institution from which the student transferred.

State Universities and Colleges. The State Universities and Colleges have begun the development of articulation arrangements with community colleges. The effort consists of three phases. The first phase, which is underway, includes development of articulation manuals for specialized and professional programs (e.g., Nursing, Business Administration) by each four-year institution with those community colleges which are its primary sources of transfer students. To date, a number of arrangements have been developed and manuals published. More currently are being developed. The second phase involves developing arrangements at each four-year school for general liberal arts transfer programs with those community colleges which are its primary sources of transfer students. Efforts in this area currently are underway at all institutions in the segment. The third phase involves developing

arrangements with community colleges which are not primary feeder institutions to particular four-year schools. Limited efforts have begun in this area.

The Board of Trustees plans to publish by Spring 1980 a segment-wide articulation manual describing arrangements with feeder institutions in specialized fields and one for liberal arts programs by Spring 1981.

St. Mary's. St. Mary's receives most of its transfer students from Anne Arundel, Prince George's, Montgomery, and Charles Community Colleges. The campus has a curriculum in the traditional arts and science. Most community college transfer programs have a high concentration of arts and sciences courses and as a result St. Mary's reports few problems with transfer students losing credit. Some minor problems have been encountered with students transferring from science programs. St. Mary's currently is reviewing its science curriculum to determine if revisions are required to accommodate better students entering from community college science transfer programs.

Morgan State University. Morgan has not had formal cooperative arrangements with Community Colleges in the past. Currently, Morgan is developing such articulation arrangements for each major offered in its liberal arts program as well as for community college career programs.

Status-Transfer Enrollments

There was relative stability at public institutions in the numbers of transfer students served between Fall 1977 and Fall 1978, although UMBC, UMUC, and Frostburg showed growth in these enrollments. Data reported by campuses for various categories of community college transfers are shown in Table 8.

The University of Maryland has an established program and has updated its publications this year. As a whole, the University increased transfer enrollments slightly between 1977 and 1978. The institutions governed by the Board of Trustees of the State Universities and Colleges as a whole had relative stability in transfer student enrollments. These institutions appear to have made good progress in developing arrangements and publicizing them during the past year. The segment also has established dates for completing and publicizing arrangements for the entire segment. St. Mary's relies on informal arrangements because few problems have been encountered with

TABLE 8

Enrollment of Transfer Students

	New Transfer Students		Total Transfer Students Enrolled		Total Transfer Students Enrolled Full-Time	
	1977	1978	1977	1978	1977	1978
University of Maryland						
UMAB			161	152		
UMBC	201	248	438	531		
UMCP	1,210	1,175				
UMES			17	18		
UMUC			2,332	2,504		
State Universities and Colleges						
Bowie			65	61	46	42
Coppin			148	169	119	116
Frostburg			165	211	146	187
Salisbury			118	107	97	95
Towson			568	536	495	477
Univ. of Balt.			493	501	277	276
Morgan State University					226	204
St. Mary's College			80-120 per year (exact figures not available)			

loss of credit upon transfer. Morgan has initiated a process for developing arrangements with community colleges.

In general, existing articulation arrangements appear to be working reasonably well. The State Board for Community Colleges reports its latest followup study indicates that overall about 43 percent of students transferring lost no credits and 19 percent lost only one to three credits.

An emerging problem is the relative stability in the numbers of students graduating from community college transfer programs. The numbers of transfer degrees awarded in the five most recent years are: 1974 - 2,932; 1975 - 3,207; 1976 - 3,173; 1977 - 3,049; 1978 - 2,910. If this trend continues (and all indications are that it will) the competition among colleges and universities for transfer students will intensify. This will take place at a time when the number of high school graduates is stable or declining. Thus, institutions with well-developed arrangements with community colleges will have a distinct advantage in their ability to attract transfer students.

All public colleges and universities should have formal transfer arrangements with community colleges which are published and made available to students. Although St. Mary's has not encountered difficulty in student transfers, formal arrangements appear desirable to help facilitate transfers, particularly from Charles County Community College, which is rapidly growing and has a satellite operation in St. Mary's County. Morgan has had declines in full-time freshmen, full-time undergraduates, and part-time undergraduates for three consecutive years. Morgan is giving high priority to developing arrangements to enhance its ability to attract transfer students in order to assist students wishing to enroll and to help reverse declining enrollments.

Action

1. ST. MARY'S SHOULD DEVELOP FORMAL ARTICULATION ARRANGEMENTS WITH THOSE COMMUNITY COLLEGES FROM WHICH IT PRIMARILY DRAWS TRANSFER STUDENTS.

2. MORGAN SHOULD DEVELOP AND PUBLISH FORMAL ARTICULATION POLICIES WITH BALTIMORE COUNTY AND BALTIMORE CITY COMMUNITY COLLEGES FOR ITS CAREER AND LIBERAL ARTS PROGRAMS.

3. THE UNIVERSITY OF MARYLAND, BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES, MORGAN, AND ST. MARY'S SHOULD PROVIDE INFORMATION IN THEIR 1980 ANNUAL PLANS CONCERNING

PROGRESS IN DEVELOPING AND CHANGES IN FORMAL ARTICULATION ARRANGEMENTS WITH COMMUNITY COLLEGES, TOGETHER WITH ENROLLMENT FIGURES FOR NEW AND TOTAL TRANSFER STUDENTS.

GRADUATE ENROLLMENTS AT THE UNIVERSITY OF MARYLAND AND MORGAN STATE

The Plan contains the recommendation that the University of Maryland and Morgan State University emphasize graduate level education. This designation gives the University of Maryland major responsibility in the public sector for providing graduate education and Morgan responsibility for development of urban-oriented graduate programs.

Status

Table 9 provides information for Fall 1977 and Fall 1978 on graduate enrollments at the campuses. At the University of Maryland graduate enrollments increased by about one percent overall. At Morgan graduate enrollments decreased by about 17 percent.

Assessment

At the University of Maryland full-time graduate enrollments declined while part-time enrollments increased. This reflects a continuation of recent trends both within Maryland and nationally. Virtually all of the decline in full-time students and most the growth in part-time students was at the masters degree level. Both full-time and part-time doctoral level enrollments were stable. While UMCP showed a slight decline in graduate students overall (3.5%), both UMUC and UMBC had substantial increases. For the first time, UMES had graduate-level enrollments. UMCP also has underway a comprehensive study of how to increase graduate enrollments.

Morgan had a substantial decline in both full-time and part-time masters-level enrollments in most programs for a third year in a row. While some of this decrease may be attributable to stability in graduate enrollments nationally, this trend merits close monitoring in light of the Statewide Plan's emphasis on Morgan's graduate education role. Morgan will have to increase significantly its ability to attract graduate students in order to have a viable graduate mission. Three graduate programs having an urban focus have recently been implemented. These should enable Morgan to increase its graduate enrollments.

TABLE 9

Graduate Enrollments

	Fall,1977			Fall,1978		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Masters						
UMAB	689	324	1,013	603	486	1,089
UMBC	77	177	254	80	230	310
UMCP	1,463	2,675	4,138	1,226	2,485	3,711
UMES	-	-	-	3	33	36
UMUC	-	234	234	15	384	399
Morgan	179	556	735	143	448	591
Doctoral						
UMAB	52	123	175	62	126	188
UMBC	9	7	16	13	14	27
UMCP	1,270	1,696	2,966	1,270	1,694	2,964
UMES	-	-	-	-	-	-
UMUC	-	-	-	-	-	-
Morgan	-	-	-	-	-	-
Unclassified						
UMAB	8	37	45	5	33	38
UMBC	-	46	46	0	59	59
UMCP	56	598	654	67	741	808
UMES	-	-	-	-	-	-
UMUC	-	-	-	-	-	-
Morgan	7	74	81	15	73	88
Total Graduate Students						
UMAB	749	484	1,233	670	645	1,315
UMBC	86	230	316	93	303	396
UMCP	2,789	4,969	7,758	2,563	4,920	7,483
UMES	-	-	-	3	33	36
UMUC	-	234	234	15	384	399
	3,624	5,917	9,541	3,344	6,285	9,629
Morgan	186	630	816	158	521	679

Action

1. THE UNIVERSITY OF MARYLAND SHOULD REPORT IN ITS 1980 ANNUAL PLAN THE RESULTS OF THE UMCP STUDY OF HOW TO INCREASE GRADUATE ENROLLMENTS, AS WELL AS ACTIONS TAKEN AND PLANNED TO INCREASE EMPHASIS ON GRADUATE EDUCATION.

2. MORGAN STATE UNIVERSITY SHOULD CONDUCT A COMPREHENSIVE REVIEW OF ITS EXISTING GRADUATE PROGRAMS. THIS REVIEW SHOULD IDENTIFY PROGRAMS AND PROGRAM MODIFICATIONS SPECIFICALLY REQUIRED TO SUPPORT ITS URBAN MISSION. MORGAN SHOULD PRESENT A PLAN FOR IMPROVING AND MAKING ITS TOTAL GRADUATE PROGRAM SUPPORTIVE OF ITS URBAN-ORIENTED MISSION IN ITS 1980 PLAN.

ASSOCIATE DEGREE PROGRAMS OF THE UNIVERSITY COLLEGE

The Plan provides for the University College to award associate degrees only at overseas locations and at military bases in Maryland for personnel of the Armed Forces. Prior to development of the Plan, UMUC had awarded the associate degree throughout the State. This provision is consistent with the designation of community colleges as having the responsibility for providing associate degree programs to residents of Maryland.

Status

As of the Fall of 1978, UMUC has begun offering Associate Degree programs only on military installations and overseas. Students currently enrolled are being permitted to complete their programs.

Assessment

This action by UMUC is in conformance with the provisions of the State Plan.

RESEARCH PROGRAM

The Statewide Plan identifies research as one of the primary roles of the University of Maryland and of Morgan State University. Morgan's specialized research emphasis is to be on urban problems. The State Universities and Colleges have a limited research role.

Status

Major indices of institutional research productivity commonly used are: (1) the publication records of faculty in scholarly journals and (2) the ability of faculty to compete successfully for research contracts and grants. The analysis of the scholarly productivity of faculty is extremely complex but measures of contract and grant awards are readily available. This latter measure is a good indicator of the ability of faculty to compete nationally with other research-oriented faculty. There are also other indicators of the extent to which faculty are nationally recognized for their research competencies. These include membership on peer review panels of federal funding agencies, participation on national boards and committees such as the National Academy of Sciences, and receipt of awards such as Guggenheim Fellowships.

University of Maryland. Table 10 shows the amount of awards received the last three years. A modest increase in funds received is expected in FY 1979. In the past, in addition to awards from external sources, the University has had a General Research Board which awarded summer grants to faculty for research projects not funded by other sources. Beginning in FY 1980, the University will establish a Basic Research Program, which will include the General Research Board. Major purposes of this program are: (1) providing initial funding for research having the future potential of being funded by outside sources, (2) providing support in areas where there are limited contract or grant opportunities and (3) preparation of research proposals. The University requested and was appropriated $1.4 million for this program in FY 1980. Half will come from State General Funds and half from recovery of indirect costs from contract and grant awards.

Morgan State University. Morgan plans to focus its major research effort through its recently organized Institute for Urban Research. This Institute received funding in FY 1979 and FY 1980 as part of the institution's Development Program. The Institute will serve as the focal point for urban-oriented research carried out by academic departments. The initial objectives of the Institute are to: (1) develop working relationships with governmental agencies to deal with problems of the Baltimore area, (2) establish a research agenda and priorities, (3) develop outside funding sources, and (4) publish research findings.

St. Mary's College. Consistent with its limited research role, St. Mary's receives no State Funds for research. St. Mary's, however, expects faculty members to maintain and improve their scholarly competencies in order to enhance the

TABLE 10

CONTRACTS AND GRANTS RECEIVED UNIVERSITY OF MARYLAND

	FY 1976		FY 1977		FY 1978	
	No.	Amount	No.	Amount	No.	Amount*
Baltimore	(219)	$27,986,416	(265)	$21,305,178	(192)	$20,551,251
Baltimore County	(46)	1,255,183	(50)	1,323,643	(51)	1,336,962
College Park	(733)	22,422,098	(672)	21,122,083	(891)	29,209,560
Eastern Shore	(25)	1,428,501	(34)	1,472,208	(34)	2,659,987
University College	(36)	1,404,925	(13)	1,006,973	(9)	890,112
Center for Environmental and Estuarine Studies	(38)	1,382,716	(49)	1,611,479	(53)	1,624,762
GRAND TOTALS	(1097)	$55,879,839	(1095)	$47,841,564	(1230)	$56,272,634

*Of the FY 1978 amounts shown, the University classifies $42,065,929 as research awards to individual faculty members and $14,206,705 as research-related awards. This latter category includes awards made to provide fellowship and traineeship support to graduate students and postdoctoral fellows, to support the initiation and continuance of research and service bureaus and institutes, to support conferences and symposia, and to provide for research-related facilities.

institution's emphasis on high quality undergraduate teaching.

Board of Trustees of the State Universities and Colleges. Table 11 indicates that amount of awards and contracts received by faculty during FY1978. The Board of Trustees has developed the following research mission statement for its institutions.

> The State Universities and Colleges shall engage in research and other scholarly activities within the limits of available resources. Such activities shall be designed to increase the academic skills of the researcher, contribute to the ability of the institution to fulfill its mission, and to add to the basic body of knowledge which contributes to society. Joint research projects with other institutions and agencies shall be encouraged in order to maximize resources and limit expenditures for duplicate facilities, materials, and equipment.

Assessment

University of Maryland. The University of Maryland already ranks relatively high nationally in attracting federal research monies. The development of the Basic Research Program should enable University faculty members to become even more competitive in obtaining grants and awards from all sources. The amount of funds received during the next few years will be one measure of the payoff from the University and State investment in research.

Morgan State University. Morgan's urban research mission is new and so is its Urban Research Institute. Because of the Institute's central role in Morgan's mission and the State's substantial investment in the Institute, it must develop into a productive and high quality enterprise and be capable of attracting substantial external support.

St. Mary's. St. Mary's limited research role is consistent with that designated in the State Plan.

Board of Trustees of the State Universities and Colleges. The BTSUC mission statement for research is consistent with that in the Statewide Plan.

TABLE 11

FACULTY RESEARCH AND RESEARCH-RELATED AWARDS
TO MORGAN AND BTSUC INSTITUTIONS

FY 1978

Institution	Amount
Morgan	$130,621
BTSUC Institutions(1)	
Bowie	121,303
Coppin	225,351
Frostburg	105,558
Salisbury	23,027
Towson	259,080
Univ. of Balt.	306,705

(1) Of the $1,041,024 received, $865,609 was awarded to individual faculty and $175,415 was research-related.

Action

1. EACH PUBLIC SEGMENT AND INSTITUTION WILL REPORT IN ITS ANNUAL PLAN THE AMOUNTS OF EXTERNAL RESEARCH FUNDS RECEIVED FOR THE MOST RECENT FISCAL YEAR (1980 PLANS WILL REPORT FOR FY 1978 AND FY 1979) AND THE NUMBER OF AWARDS RECEIVED. THE FUNDS AWARDED ARE TO BE CLASSIFIED INTO TWO CATEGORIES: (1) RESEARCH AWARDS FOR PROJECTS OF INDIVIDUAL FACULTY MEMBERS; AND (2) RESEARCH-RELATED AWARDS (see note on table 10).

2. SEGMENTS AND INSTITUTIONS SHOULD INCLUDE IN THEIR ANNUAL PLANS ANY OTHER RELEVANT INFORMATION CONCERNING THE STATUS AND ACCOMPLISHMENTS OF THEIR RESEARCH PROGRAMS AND FUTURE PLANS FOR THEIR RESEARCH PROGRAMS.

3. SEGMENTS AND INSTITUTIONS WILL REPORT IN THEIR ANNUAL PLANS THE USE OF GENERAL AND OTHER FUNDS SUPPORTING INSTITUTIONALLY FUNDED RESEARCH PROGRAMS (E.G., THE UNIVERSITY BASIC RESEARCH PROGRAM AND THE MORGAN URBAN RESEARCH INSTITUTE).

PUBLIC SERVICE

The Plan states that one of the University of Maryland's major roles should be Statewide public service. One of Morgan's major roles is public service to Baltimore City and to other urban areas. The State Universities and Colleges and St. Mary's College provide regional service and community colleges provide services for their communities.

Status

The University of Maryland. The University currently provides service to the general public as well as to State and local government in a wide variety of ways. A complete listing of services currently provided would be very lengthy. They include activities such as: cultural events; programs carried out through research and service bureaus and institutes; programs of the Cooperative Extension Service; faculty lectures; seminars, and consulting; technological extension work; continuing education for professionals; instructional television for continuing education; a wide variety of conferences, institutes, and short courses provided by University College; and research and services of the Center for Environmental and Estuarine Studies.

The University has determined that its public service programs could be better coordinated and that many need to be

modified and expanded in order to meet changing societal needs. One of the major emphases of the year-long planning effort in which the University is currently engaged is determination of the types of services needed and how the systems for delivering them can be improved. Specific areas being studied include: (1) science, technology, and services related to government and industry; (2) health and professional programs and services; and (3) economic analysis. The University's initial planning process will be completed early in 1981.

St. Mary's College. St. Mary's has a wide variety of public service activities. Among them are: non-credit courses for the general public, the Tidewater Music Festival, summer music camps and other summer activites, and the Summer Institute in Estuarine Biology. In addition, all of the College's cultural events are open to the public.

Morgan. Morgan currently provides the types of public service programs typically found at most institutions. These include: extension programs at Social Security Administration; sponsorship of the Women's International League for Peace and Freedom; programs for senior citizens; programs for Baltimore Civil Service Personnel and liaison with the Maryland Rehabilitation Center. A major vehicle for public service in the future will be its Urban Research Institute.

Board of Trustees of the State Universities and Colleges. The institutions in this segment undertake typical service activities. Specific examples include: social service projects for the community (Bowie); training minority craftsmen for business (Coppin); assisting governmental agencies and small businessmen (Frostburg); providing facilities for cultural events and a faculty speaker bureau (Salisbury); sponsoring The Summer Special Olympics and the Council for Economic Education in Maryland (Towson); and, consultation for small business (University of Baltimore).

The Board of Trustees has adopted the following segmental mission statement, which is consistent with the mission statement of the Statewide Plan.

> The State Universities and Colleges shall provide programs of public service to their communities appropriate to their fields of academic study, identified needs, and available resources.

Community Colleges. Community Colleges provide a wide variety of public service programs. A particular emphasis

during the past year was planning for continuing education. During Fall 1978, the State Board for Community Colleges distributed a questionnaire designed to help determine the need for continuing education by populations served by community colleges. Responses were received from almost 17,000 individuals. The results of the study are to be published in the near future and will provide the basis for planning continuing education programs.

Assessment

Assessing the overall adequacy of public service programs is extremely complex because of the variety of programs involved and the numerous needs which such programs address, most of which are local or regional in nature. The Plan, however, provides a statewide public service role for the University of Maryland and an urban-focused role for Morgan State University. Therefore, it is important that the University of Maryland and Morgan carefully plan programs to carry out these missions.

The University of Maryland has determined that one of its high priorities is improving public service to the State. Currently it is engaged in a detailed planning effort, a major part of which involves developing a plan for public service programs.

Morgan has begun to plan for its urban-focused service role through its Urban Research Institute. Other resources of the institution also should be assessed to determine their potential for contributing to Morgan's mission.

Action

1. MORGAN SHOULD DEVELOP AN OVERALL PLAN FOR PROVIDING PUBLIC SERVICE PROGRAMS THAT HAVE A DISTINCT URBAN FOCUS. THIS PLAN SHOULD BE INCLUDED IN ITS OVERALL ANNUAL PLAN.

2. THE UNIVERSITY OF MARYLAND SHOULD INCLUDE ITS PUBLIC SERVICE PLAN IN ITS ANNUAL PLAN.

3. PUBLIC SEGMENTS AND INSTITUTIONS, AS APPROPRIATE, SHOULD REPORT THE STATUS AND ACCOMPLISHMENTS OF AND PLANS FOR THEIR PUBLIC SERVICE PROGRAM AS PART OF THEIR ANNUAL PLANS. THIS REPORT SHOULD INCLUDE AVAILABLE COST INFORMATION FOR THESE PROGRAMS.

FURTHER DELINEATION OF CAMPUS ROLES AND MISSIONS

The State Plan identifies overall roles and missions for the University of Maryland, the Board of trustees of the State Universities and Colleges, the Community Colleges, Morgan and St. Mary's. The Plan also recognizes the importance of the diverse roles played by independent institutions and proprietary schools in the State's postsecondary system. The SBHE is empowered by law to identify the "...role, function, and mission of each public institution of postsecondary education..." in Maryland, but the Plan places major responsibility for more detailed definition of institutional missions for the University of Maryland campuses and the State Universities and Colleges with the segments to permit them to design specific programs needed to implement broader missions identified in the Plan. The Plan emphasizes that mission delineations for the campuses in these two segments should provide for a complementary pattern of programs both within each segment and in relation to other institutions.

Status

University of Maryland. The University has initiated a year-long planning effort focused on redesigning the University to serve the needs of the State for the next ten years. The Carnegie Corporation has provided $190,000 for this effort.

Board of Trustees of the State Universities and Colleges. The Board of Trustees has adopted an overall segmental mission statement and has required its institutions to propose institutional mission statements by October 1, 1979.

Morgan State University. Morgan has developed an expanded mission statement and is currently engaged in a planning process to carry out its urban mission.

St. Mary's College of Maryland. The Plan designates St. Mary's as a residential liberal arts and sciences institution. This is consistent with its self-defined role in its most recent master plan.

Community Colleges. The Plan designates the community colleges as teaching-oriented institutions serving students with all levels of ability and having continuing education and public service roles. The statement in the Plan and the mission statement in the community college segmental plan are identical.

Action

THE UNIVERSITY OF MARYLAND, THE BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES, AND MORGAN STATE UNIVERSITY WILL PROPOSE CAMPUS ROLES AND MISSIONS CONSISTENT WITH THE MISSIONS IDENTIFIED IN THE PLAN TO THE SBHE IN THEIR 1980 ANNUAL PLANS.

IV. Enrollments

After a period of unprecedented growth, accompanied by gains in access for minorities, women, and part-time students, enrollments have begun to stabilize. As a result, enrollments increasingly have become a source of concern at many institutions. A recent national survey conducted by the National Center for Higher Education Management Systems (NCHEMS) indicated that enrollment levels were the highest concern of institutional presidents both within Maryland and nationally.

While the Plan anticipates enrollment stability and decline, no significant declines were expected until 1983. However, a decline occurred between 1977 and 1978 and, as a result, enrollment issues raised in the Statewide Plan have taken on increased significance.

Institutions which have shown strong growth in freshmen enrollments need to limit the sizes of their freshmen classes while the opportunity exists in order to increase academic standards. Institutions having stable or declining freshmen enrollments have an opportunity to increase the quality of their programs and thus to improve their enrollment prospects before high school graduates begin to decline significantly.

ENROLLMENT LIMITS FOR NEW FULL-TIME FRESHMEN

The Statewide Plan places limitations on the number of new full-time freshmen enrolled at four of the public colleges and universities. These limitations were established to promote balanced growth in light of the current stability and the upcoming decline Statewide in high school graduates.

Status

Table 12 shows trends in full-time freshmen enrollments at the four institutions with freshmen limitations and their Fall 1978 limitations. Three of the four institutions with limitations for 1978 enrolled freshmen classes at or below the limitation. Particularly significant was the sharp planned reduction which UMCP made in its 1978 freshman class. Frostburg, however, exceeded its limitation by 150 students (21.4%).

TABLE 12

TRENDS IN FULL-TIME FRESHMEN ENROLLMENTS

Full-Time Freshmen	ACTUAL 1975	1976	1977	1978	Limitation Fall, 1978
UMCP	5,030	5,214	5,500	4,810	4,800
Towson	1,915	1,834	2,157	1,998	2,100
Frostburg	689	694	716	850	700
Salisbury	664	769	857	688	850

TABLE 13

New Full-Time Freshmen

	1977	1978	Difference
Community Colleges	14,047	13,545	- 502
Board of Trustees of the State Universities and Colleges	4,384	4,354	- 30
Morgan State University	1,066	873	- 193
St. Mary's College	268	330	+ 62
University of Maryland	6,962	6,235	- 727
Independents	3,953	3,713	- 240
TOTAL	30,680	29,050	- 1,630 (-5.3%)

Assessment

Statewide full-time freshmen enrollments declined by 5.3 percent between Fall 1977 and Fall 1978. Table 13 shows freshmen enrollment figures for these two years. Part of the decline is attributable to the planned reduction in full-time freshmen at UMCP (690). However, the remainder was not anticipated.

The impact of the UMCP reduction on enrollments at other institutions cannot be determined with certainty. However, a significantly lower percentage of out-of-state applicants were accepted than in previous years (see Table 14). At the same time, about the same proportion of in-State applicants were accepted as in previous years, even though there were fewer in-State applications received than in the previous year. This suggests that a significant proportion of the new freshmen not admitted to UMCP in 1978, but who would have been admitted in previous years, did not enroll in another Maryland institution because they were residents of another state. Nevertheless, the planned freshman limitation was achieved by UMCP and is consistent with the Plan's recommendation that UMCP decrease its emphasis on lower division enrollments.

Freshmen applicants declined somewhat at Salisbury. Salisbury also accepted a lower proportion of both in-State and out-of-State applicants. Freshmen applicants substantially increased at Frostburg. Frostburg also accepted lower percentages of in-State and out-of-State applicants than in the previous year. Towson had a slightly higher number of applicants than in 1977, and like Frostburg and Salisbury, admitted lower proportions in-State and out-of-State applicants than previously.

The largest differences between actual 1978 freshmen enrollments and the goals in the Plan were at Salisbury (19% low) and Frostburg (21% high). The Board of Trustees has requested that the limitations for these two institutions be reevaluated. Frostburg is: (1) heavily dependent on full-time undergraduates as a result of its location (93% of total undergraduate enrollments are full-time students), (2) had a sharp (27%) increase in applicants and (3) increased freshman enrollments while decreasing its acceptance rate for applicants. Therefore, Frostburg should be able to achieve higher than previously expected freshmen enrollments. Frostburg also is capable of accommodating a slightly higher enrollment without overcrowding its existing facilities. Salisbury had a slight decrease in applications and its limitations should be revised downward consistent with the request by the Board of Trustees.

TABLE 14

TOTAL FRESHMEN APPLICATIONS, ACCEPTANCES AND ENROLLMENTS
FALL 1977 AND FALL 1978

FALL, 1977

	Frostburg	Salisbury
In-State		
Applications	1,224	1,303
Acceptances (% of App)	1,073 (87.7%)	1,134 (87.0%)
Enrollments (% of Acc)	665 (62.0%)	759 (66.9%)
Out-of-State/Foreign		
Applications	346	346
Acceptances (% of App)	277 (80.1%)	277 (80.1%)
Enrollments (% of Acc)	143 (51.6%)	143 (51.6%)
Total		
Applications	1,386	1,649
Acceptances (% of App)	1,208 (87.2%)	1,411 (85.6%)
Enrollments (% of Acc)	722 (59.8%)	902 (63.9%)

	Towson	UMCP
In-State		
Applications	3,732	8,967
Acceptances (% of App)	3,096 (83.0%)	8,195 (91.4%)
Enrollments (% of Acc)	2,206 (71.3%)	4,874 (59.4%)

TABLE 14 (Continued)

Out-of-State/Foreign				
Applications	432		5,047	
Acceptances (% of App)	316	(73.1%)	3,255	(64.5%)
Enrollments (% of Acc)	120	(38.0%)	1,104	(33.9%)
Total				
Applications	4,164		14,014	
Acceptances (% of App)	3,412	(81.9%)	11,450	(81.7%)
Enrollments (% of Acc)	2,326	(68.2%)	5,974	(52.2%)

FALL, 1978

	Frostburg		Salisbury	
In-State				
Applications	1,509		1,222	
Acceptances (% of App)	1,241	(82.2%)	1,012	(82.8%)
Enrollments (% of Acc)	772	(62.2%)	630	(62.3%)
Out-of-State/Foreign				
Applications	250		276	
Acceptances (% of App)	190	(76.0%)	211	(76.4%)
Enrollments (% of Acc)	82	(43.2%)	90	(42.7%)
Total				
Applications	1,759		1,498	
Acceptances (% of App)	1,431	(81.4%)	1,223	(81.6%)
Enrollments (% of Acc)	854	(59.7%)	720	(58.9%)

TABLE 14 (Continued)

	Towson		UMCP	
In-State				
Applications	3,825		8,618	
Acceptances (% of App)	3,000	(78.4%)	7,710	(89.5%)
Enrollments (% of Acc)	2,051	(68.4%)	4,380	(56.8%)
Out-of-State/Foreign				
Applications	437		4,804	
Acceptances (% of App)	299	(68.4%)	2,112	(44.0%)
Enrollments (% of Acc)	118	(39.5%)	796	(37.7%)
Total				
Applications	4,262		13,422	
Acceptances (% of App)	3,299	(77.4%)	9,822	(73.2%)
Enrollments (% of Acc)	2,169	(65.7%)	5,176	(52.7%)

The Board of Trustees also requested that Towson's limitation be revised. Towson was slightly below its 1978 freshmen limitation (5%), had a slight increase in applications (2.5%), and decreased the proportion of applicants accepted. At the same time, Towson is less heavily dependent on full-time undergraduates than many other public four-year institutions (60% of its total enrollments are full-time undergraduates) and it is in direct competition with other Baltimore area institutions with undergraduate enrollment problems. In addition, the Plan identifies Towson as having an academically well-qualified student body and as needing to continue to increase its emphasis on recruiting and serving high ability students. Given these considerations, the limitations in the Plan appear appropriate.

Action

1. UMCP AND TOWSON SHOULD CONTINUE TO ADHERE TO THE PLAN'S RECOMMENDATIONS FOR ADMITTING NEW FULL-TIME FRESHMEN.

	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983
UMCP	4,400	4,300	4,200	4,100	4,000
Towson	2,050	2,000	1,950	1,900	1,900

2. FROSTBURG AND SALISBURY SHOULD ADHERE TO THE FOLLOWING MODIFIED LIMITATIONS FOR NEW FULL-TIME FRESHMEN.

	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983
Frostburg - New	800	800	800	800	800
(Original)	(700)	(700)	(700)	(700)	(700)
Salisbury - New	800	800	800	800	800
(Original)	(850)	(850)	(850)	(850)	(850)

TOTAL ENROLLMENTS

The enrollments for Fall 1978 projected in the Plan were higher than those that actually materialized. This was mainly because of an unanticipated decline in full-time undergraduates. Below is a comparison of the Plan's projections and the actual enrollments for Fall 1978.

	Projected	Actual	Difference
Full-Time Undergraduates	103,678	97,117	6,561 (6.3%)
Part-Time Undergraduates	91,289	88,715	2,573 (2.8%)
Full-Time Graduate/Professionals	10,914	10,598	316 (2.9%)
Part-Time Graduate/Professional	20,026	19,360	666 (3.3%)
TOTAL HEADCOUNT	225,906	215,790	10,116 (4.5%)

There does not appear to be any single explanation for the enrollment decline which took place between 1977 and 1978. Enrollments for Fall 1979 will provide an indication as to whether full-time undergraduate enrollments will begin to decline prior to the decline in high school graduates anticipated to begin in 1983.

The SBHE, in consultation with the institutions and segments, will revise and publish enrollment projections each November. These projections will provide the basis for annual segmental and institutional plans and annual reviews of the Statewide Plan.

V. Programs

During the years of rapid enrollment increases, institutions significantly added to the numbers of programs available and offered a greater variety of programs. The major goals of the Plan for future program development are improving the quality of existing programs and utilizing more efficiently educational resources. Particular emphasis is placed on limiting program proliferation and duplication and ensuring new and existing programs are of high quality. The Plan also addresses remaining access problems and further program development at underenrolled institutions.

ACCESS TO PART-TIME AND EVENING GRADUATE PROGRAMS AT THE UNIVERSITY OF MARYLAND

The Plan recommends that the University of Maryland increase program offerings for part-time and evening graduate students at the UMCP campus and that the University utilize more fully its other campuses to make part-time graduate study available throughout the State, while ensuring quality and avoiding duplication. This recommendation recognizes the increasing demand by students for part-time graduate programs and the need for maintaining standards of quality in such programs.

Status

UMCP. UMCP has expanded its course offerings in the evening and initiated an in-depth study of methods for increasing graduate enrollments. Between Fall 1977 and Fall 1978, UMCP increased the number of masters and doctoral-level class sections offered after 5:00 p.m. from 178 to 226 (27%) and the numbers of credit hours produced in these sections from 8,133 to 8,777 (8%). Class sections offered after 5:00 p.m. at the senior and masters level increased from 61 to 76 (25%). All of the increase in class sections offered was outside of the College of Education, which historically provided most of UMCP's evening courses. Of particular significance is the recent expansion of the number of evening classes offered in the UMCP MBA program. A student now can complete the entire MBA core program in the evening.

The current UMCP study of ways to expand graduate enrollments is expected to be completed in the near future. This study is expected to result in new program proposals, modification of existing programs, scheduling adjustments, and resource reallocations designed to increase graduate enrollments.

In addition to programs offered on the UMCP campus, a number of faculty members have traveled, on a regular schedule, to the UMES campus to teach initial classes offered in that campus' newly approved masters program in guidance and counseling.

UMBC. UMBC's graduate programs are oriented to serving part-time and evening students. UMBC reports that virtually all of its graduate level courses are scheduled in the late afternoon and evening. Enrollment of full-time graduate students increased slightly between Fall 1977 and Fall 1978, from 86 to 93. Part-time graduate enrollments, however, increased significantly, from 230 to 303.

UMUC. In the Fall of 1978, University College initiated its first graduate program, a masters program in General Administration. The program is designed primarily for part-time students with courses offered in the evening and on weekends.

UMES. Beginning in the Fall of 1978, UMES initiated a masters program in guidance and counseling. All courses offered are in the evening.

UMAB. All graduate programs at UMAB are open to both full-time and part-time students.

Assessment

The University of Maryland has made good progress in initiating programs for part-time and evening graduate students. Increased graduate enrollments at UMCP in the future may result from better serving part-time students. New off-campus programs must be reviewed by SBHE prior to their implementation in order to ensure they maintain quality and do not duplicate those already in existence in various regions of the State.

Action

1. THE UNIVERSITY OF MARYLAND SHOULD REPORT IN ITS ANNUAL PLANS THE STATUS AND ACCOMPLISHMENTS OF ITS EFFORTS AND ITS PLANS TO IMPROVE ACCESS BY PART-TIME STUDENTS TO ITS GRADUATE PROGRAMS.

2. THE UNIVERSITY OF MARYLAND SHOULD ALSO REPORT IN ITS ANNUAL PLANS THE NUMBERS OF EVENING CLASS SECTIONS OFFERED (BEGINNING AT 4 P.M. OR LATER) BY GENERAL SUBJECT AREA, THEIR LEVEL, AND THEIR ENROLLMENTS OR CREDIT HOURS FOR THE PREVIOUS

FALL SEMESTER IN COMPARISON TO THE FALL SEMESTER OF THE PRIOR YEAR.

UNIVERSITY OF BALTIMORE LAW SCHOOL AT BOWIE STATE COLLEGE

The Plan includes a recommendation that the University of Baltimore offer an evening law program on the campus of Bowie State College. This recommendation is designed to provide Maryland residents of the Washington, D. C. area access to a public law school and to enhance and increase utilization of the Bowie campus.

Status

The Board of Trustees of the State Universities and Colleges is conducting a cost analysis and developing a plan for implementing this recommendation. The plan, which will provide for full accreditation by the American Bar Association, will be completed by January, 1980 and presented to the SBHE for review.

PROGRAMS AT FEDERAL INSTALLATIONS

The Statewide Plan includes a recommendation that in FY 1979 the SBHE begin to serve as an information clearinghouse for Federal installations which seek to have institutions offer postsecondary courses or programs and that Maryland institutions cooperate by offering existing programs which meet the needs of Federal installations.

Status

The SBHE has established a procedure for providing Federal installations with information on educational resources and opportunities in the State. The program so far has been limited to military installations within the State. The SBHE has had discussions with education officers representing each of the major military installations in the State and with representatives from the State Board for Community Colleges, the Board of Trustees of the State Universities and Colleges, the University of Maryland, Morgan State University, St. Mary's College, and the Maryland Independent College and University Association. To date, interest has focused on expanding vocational-technical offerings.

Assessment

The main benefit to date has been establishing relationships between SBHE staff and base education officers. This has enabled SBHE to keep installations informed of program availability, and other developments, and has provided a central point of contact to which questions can be directed by base personnel. With the adoption of new regulations governing out-of-state institutions and new minimum standards for Maryland two-year and four-year institutions, additional information and interpretation will be required by installations and the institutions that serve them.

During coming year the clearinghouse service should be extended to civilian Federal installations in the State. Several of these currently conduct large-scale education programs for their personnel.

Action

1. THE SBHE WILL EXTEND ITS HIGHER EDUCATION CLEARINGHOUSE SERVICE TO ALL REMAINING MAJOR FEDERAL INSTALLATIONS IN THE STATE DURING THE COMING YEAR.

2. BY DECEMBER 1979, THE SBHE WILL MEET WITH EDUCATION OFFICERS OF ALL FEDERAL INSTALLATIONS TO DISCUSS NEW MINIMUM STANDARDS FOR INSTITUTIONS FROM OTHER STATES, AND FOR MARYLAND TWO-YEAR AND FOUR-YEAR INSTITUTIONS.

PROGRAMS FOR REGISTERED NURSES

The Plan recommends that public colleges and universities offering baccalaureate programs in nursing ensure their programs adequately serve registered nurses desiring to complete a bachelor's degree.

Status

University of Maryland. UMAB currently offers baccalaureate programs for nurses in Baltimore City and, through outreach programs, in Cumberland and Hagerstown. Opportunities for both full-time and part-time students are available. The numbers of newly admitted registered nurses during Fall 1978 were 78 full-time and 47 part-time.

Board of Trustees of the State Universities and Colleges. Salisbury and Coppin currently have programs which allow registered nurses to complete bachelor's programs in two years. Towson was appropriated funds for FY 1980 to modify its program to accommodate registered nurses. Bowie has proposed a bachelor's program in nursing as recommended in the Plan. The program will accommodate registered nurses from its inception and is designed to accommodate graduates of community college nursing programs.

In the independent sector, the College of Notre Dame submitted, and the SBHE endorsed, a program leading to a bachelor's degree for registered nurses. This program emphasizes weekend instruction to accommodate nurses working full-time.

Assessment

All public colleges and universities with nursing programs now have or are planning to implement baccalaureate programs which will serve registered nurses. This is consistent with the recommendation of the Plan.

UTILIZING INTERSTATE COMPACTS AND THE SREB ACADEMIC COMMON MARKET

The Statewide Plan provides that Maryland, to the maximum extent possible, take advantage of programs available through interstate contractual arrangements and through the Academic Common Market of the Southern Region Education Board; and that the SBHE take into account programs available through such arrangements in reviewing proposals for new programs.

Status

During the past year, only one proposal for a program also available through interstate contractual arrangements or through the SREB Academic Common Market was submitted to SBHE. The University of Maryland submitted a proposal to establish a doctoral program in nursing at its School of Nursing at UMAB. Although the program was available to Maryland residents through the Academic Common Market at the University of Alabama, no Maryland student had ever enrolled in that program. Analysis indicated that most nurses desiring to earn a doctorate had work and family ties which made it difficult or impossible to leave the State for an extended period of time to attend school. As a result, nurses seeking the doctorate generally were enrolling in doctoral programs in other fields. Evidence indicated a growing need for doctoral-trained nurses so the SBHE decided that the

benefits of establishing a program in Maryland outweighed the costs and approved the program.

FUNDS FOR QUALITY IMPROVEMENTS AND INNOVATIVE PROGRAMS

The Plan provides that the SBHE support institutional and segmental budget requests for specific quality improvements and development of innovative programs. The purpose of this policy was to encourage institutions to undertake quality improvements and innovative efforts in their academic programs during a period of limited growth or contraction. This policy recognizes that funds may not be made available through enrollment-based financing methods for such activities and provides an incentive for undertaking improvements and innovations.

Status

During the FY 1980 budget review process, a number of requests for quality improvements were made. During the MARC recommendation process for FY 1981, institutions and segments were again asked to submit requests for specific quality improvements.

Assessment

As a result of experience gained during budget reviews of proposals for quality improvements, it is apparent that more specific guidelines need to be developed in order to make this policy effective. Three problems requiring resolution are: (1) defining the types of quality improvements that can be supported; (2) differentiating between requests that are for quality improvements and those for other purposes; and (3) justifying adequately such requests.

Action

THE SBHE WILL CONTINUE TO SUPPORT REQUESTS FOR FUNDS FOR QUALITY IMPROVEMENTS AND INNOVATIVE PROGRAMS AND WILL CONTINUE TO PROVIDE AND IMPROVE GUIDELINES FOR SUBMITTING SUCH REQUESTS.

PROGRAMS FOR HIGH ABILITY STUDENTS

The Statewide Plan includes a recommendation that all public colleges and universities develop or improve programs designed to attract high ability students. UMCP, Morgan State University, Towson State University, and St. Mary's are identified as institutions which should give highest priority to

such programs at the present time and were requested to seek appropriate funding in FY 1980 budget submissions.

Status

University of Maryland. The University has several programs designed to attract talented students. UMCP, UMES, and to some extent UMAB have general honors programs and UMBC reports plans are being developed for such a program. At College Park, the general honors program, which was established in 1965, has enrolled about 800 students in recent years and will enroll 1,000 students in 1979-80. Additional funds will be requested in FY 1981 to expand and improve the program. In addition, UMCP has a number of departmental honors programs with substantial enrollments.

The honors program at UMES, which will be implemented in Fall 1979, has been linked with the professional schools at UMAB. In addition to a general honors component, this unique program seeks to attract talented students who have professional aspirations in dentistry, law, medicine, nursing, pharmacy, and social work. Students who graduate within these tracks with honors, and who attain a satisfactory admissions test score, will be admitted to the appropriate professional school at UMAB. UMES projects 40 to 60 annual admissions into this program. The joint UMAB-UMES Honors Program Committee, which developed the program, will have responsibility for monitoring and evaluating its impact.

Because of the specialized and selective nature of professional and graduate study offered at UMAB, high ability tracks and honors sections are limited to baccalaureate level programs. There is one high ability track in the School of Nursing. In addition, qualified seniors may elect to participate in the Honors Clinical Elective program which allows them to plan and initiate their own clinical learning experience during the winter mini-mester.

In addition to programs for high ability students, UMCP and UMBC have "Chancellor's Scholarship" programs which provide financial aid. At UMCP this four-year scholarship goes to 10 to 15 entering freshmen of extraordinary ability and leadership potential. UMCP anticipates expanding the Chancellor's Scholarship program to 20 or 25 students. The program is entirely supported by gifts to the University. The Chancellor's Merit Scholarship program at UMBC makes one year awards to 15 entering freshmen and 5 college transfer students. In addition, 13 awards are given to continuing students and 15 to seniors.

During academic year 1977-78, the University of Maryland joined the National Merit Scholarship Corporation. For the current (1978-79) academic year, four students were awarded National Merit Scholarships. During academic year 1979-80, 20 students will be offered scholarships.

In addition to the honors and scholarship programs, UMCP has developed a coordinated plan to recruit high ability students. Details regarding administrative responsibility, coordination with academic departments, and funding will be completed in the near future.

St. Mary's. In response to the Plan, St. Mary's initiated a new scholarship program for talented Maryland students. For Fall 1979, St. Mary's will award ten full scholarships and has requested funding for 10 additional St. Mary's scholars for FY 1981. The institution hopes to increase this number by ten in FY 1982 and FY 1983. In addition, St. Mary's will implement an Honors Program in Fall 1979 and has requested an additional faculty position in FY 1981 in order to expand the program.

State Colleges and Universities. The Board of Trustees received an appropriation of $50,000 for FY 1980 and will request an additional $175,000 in its FY 1981 budget for programs to serve high ability students. These funds will be distributed during Fall 1979.

Special programs for high ability students currently exist to a limited degree at institutions in the segment. Coppin, Salisbury, Towson, Frostburg, and the University of Baltimore have departmental honors programs. Bowie has a general honors program, including residence facilities for students in the program. Both Towson and the University of Baltimore have special financial aid programs for high ability students. Beginning in Fall 1978, Towson provided tuition waivers for 10 entering students with high SAT scores and outstanding high school records. The University of Baltimore, through private funds, provides scholarship aid to high ability transfer students. The University reports that one-third of its junior level students receive aid through this program.

Morgan State University. Programs for academically talented students consist of honors and scholarship programs. The Honors Program at Morgan includes placement in a special orientation class, an Honors Seminar and special honors sections of courses.

The Honors Seminar is an optional two semester sophomore course designed to enrich the curriculum. Students in this course pursue independent studies under faculty direction which culminate in a presentation to the total honors group and the general public. The program includes attendance at cultural and intellectual events on campus and in the broader University community. Students are eligible for the Honors Seminar if they have completed 30 semester hours with a minimum 3.0 average. These hours must include english, social science, science, and a foreign language. Continued participation requires a student to maintain a 3.0 average both overall and in his/her major field.

Recently Morgan established a Regents' Scholarship Program for entering freshmen. This program makes available approximately 40 awards, providing a $1,000 maximum, to students with outstanding academic achievement. The award is renewable for three additional years. The award requires a cumulative high school GPA of 3.5 (in grades ten through 12) and combined SAT scores of at least 900.

In addition to institutional programs for academically-talented students described above, SBHE has conducted two studies to explore the reasons for Maryland's net out-migration of highly able students. One, a study conducted by contract through the University of Maryland's Center for Educational Research and Development, identified exemplary programs in other states for recruiting high ability students. The second, a survey of current 1978-1979 National Merit Semifinalists in Maryland, explored the factors which influence high ability students' choice of colleges and universities. Results of both studies will be reported by the SBHE in the near future.

Assessment

The University of Maryland has made good progress in improving and developing programs for high ability students. Implementation of an honors program for pre-professional students at UMES appears likely to attract high ability students. At UMCP, expansion of the Chancelor's Scholarship and the National Merit Scholarship program will increase enrollments of high ability students.

St. Mary's will have an honors program and award scholarships for high ability students beginning in Fall 1979. These efforts, together with increased admissions standards, promise to help ensure a continuing increase in the ability level of its student body.

Morgan has had an honors program and is now expanding its financial aid program for high ability students through its Regents' Scholarship Program. This should help Morgan attract increasing numbers of high ability students and enhance its developing status as an urban-oriented university.

The Board of Trustees of the State Universities and Colleges was appropriated $50,000 for FY 1980 to develop programs for high ability students. Its institutions have been requested to submit proposals for such programs by Fall 1979. Funds will be allocated to campuses based on an evaluation of their proposals. This aproach does not assure that Towson will receive funding for its program for high ability students for FY 1980 as recommended in the Plan. If awards are given to a number of institutions, a potential exists for resources to be spread too thinly to have a significant impact at any institution.

Action

EACH PUBLIC SEGMENT OR INSTITUTION SHOULD INCLUDE IN ITS ANNUAL PLAN INFORMATION CONCERNING THE STATUS AND ACCOMPLISHMENTS OF AND PLANS FOR PROGRAMS FOR HIGH ABILITY STUDENTS. SPECIFIC INFORMATION TO BE REPORTED SHOULD INCLUDE ENROLLMENTS, FINANCIAL AID, FUNDING, AND THE ACADEMIC CHARACTERISTICS OF STUDENTS SERVED.

PROGRAMS AND COURSES AT OFF-CAMPUS LOCATIONS

The Plan sets forth the following policies regarding courses and programs to be offered off-campus and at new locations.

A. These programs shall be considered new programs and proposals for them shall be submitted to SBHE.

B. Courses offered off-campus or at other campuses leading to degrees require SBHE approval or recommendation.

C. Institutions will inform SBHE of courses offered off-campus or at other campuses.

Status

In order to implement these policies, the following actions have been taken.

A. Program review procedures have been drafted to provide guidelines to institutions seeking to establish new programs off-campus or on another campus. These guidelines require the submission of data regarding the relationship of the proposed program to existing on-campus offerings, rationale and need for the proposed program, administrative responsibility for the program, conformity with institutional role and mission, and projected student characteristics. Data are requested also on program income and expenditures, staffing, and provision of academic support services. The SBHE will act favorably upon proposals which: (1) are within designated institutional roles and missions, (2) meet clearly identified needs, (3) do not unnecessarily duplicate other programs, and (4) provide evidence of academic quality.

B. The SBHE, in consultation with affected institutions and segments has developed a system for regularly collecting information about off-campus programs and courses. In Fall 1979, SBHE will collect data regarding off-campus courses and programs which are needed to coordinate offerings and to ensure educational opportunities in all parts of the State without unreasonable duplication. These data will then be submitted to SBHE each summer for consolidation and analysis. The resulting inventory will be made available each September to institutions for use in future planning.

SBHE will require submission of the following data as well as promotional material.

A. General and programmatic data for each site at which coursework or programs are offered. This includes data regarding accreditation, administration, admission and residency requirements, and provision of academic support services. In addition, data are requested on the program(s) offered at each site.

B. Course Information. Data are required on the level, title, credit hours, enrollment and faculty status for each course. Initial data collection has begun for off-campus course and programs offered during Fall 1978 and Spring 1979.

DOCTORAL PROGRAM DEVELOPMENT

The Plan recommends that future doctoral program development be limited to institutions currently offering the doctorate and to Morgan State University. At the same time, development of cooperative doctoral programs is encouraged. Doctoral program proposals from other institutiions will be

approved or receive a positive recommendation from the SBHE only in exceptional circumstances.

Status

The SBHE did not receive proposals during the past year from institutions other than those currently offering the doctorate and Morgan State University. No proposals were received for cooperative doctoral programs between doctoral-granting institutions and those not offering the doctorate.

CERTIFICATES OF ADVANCED STUDY

The Plan requires that programs leading to certificates of advanced study, or equlivalent awards, be offered only at doctoral-granting institutions or in cooperation with doctoral-granting institutions.

Status

During the past year Towson expressed an interest in beginning a program leading to the certificate in School Psychology. The SBHE encouraged discussions between Towson and the University of Maryland to explore development of such a cooperative program, consistent with provisions of the Plan.

Assessment

Discussions between Towson and the University of Maryland have not been completed so it is not yet possible to assess the efforts that have begun. Cooperative arrangements, however, should continue to be explored in circumstances where institutions are capable of contributing to each others needs. Such cooperation will permit advanced levels of education to be offered at those institutions which have been designated in the Plan as doctoral-granting institutions while ensuring that their expertise is used to enhance graduate programs of other institutions.

DEVELOPMENT OF NEW PROGRAMS

The Plan lists policies which the SBHE will follow when reviewing proposals for new programs. These policies emphasize avoidance of unnecessary duplication, cooperation among institutions, adequate financing, and continued desegregation of the State's public institutions of higher education. Table 15

TABLE 15

NEW PROGRAMS APPROVED OR ENDORSED FROM JULY 1, 1978
TO JUNE, 1979

Institution	Program Area	Degree	Implementation
July			
Charles Cnty. Com. Coll.	Establishment of Satellite Center in St. Mary's County to offer Vocational-Technical programs	Cert.,A.A.	Fall, 1978
August			
UMES	Environmental Science	B.S.	Fall, 1978
UMES	Elementary/Special Education	B.S.	Fall, 1978
UMES	Guidance and Counseling	M.Ed.	Fall, 1978
September			
UMES	Construction Management/Tech.	B. in CM/T	Fall, 1979
UMES	Hotel & Restaurant Management	B.S.	Fall, 1979
UMES	Poultry Technology & Management	B.S.	Fall, 1979
Univ. of Md. (All campuses and CEES)	Marine-Estuarine-Environmental Sciences	M.S.,Ph.D.	Spring, 1979
October			
Salisbury	Philosophy	B.A.	Spring, 1979
Morgan	Built Environment Professions	M.Arch.,MLA, M.Arch UD,	Spring, 1979
November			
Essex C. C.	Respiratory Therapy Technology	Cert.	Spring, 1979
December			
Chesapeake Coll.	Establishment of a Satellite Center, Cambridge, Maryland	Courses Only	Spring, 1979
Frostburg	Modern Humanities	M.A.	Spring, 1979
UMAB	Nursing	Ph.D.	Fall, 1979
UMCP	Public Communication	Ph.D.	Fall, 1979
February			
Frostburg	Accounting (Redesignation)	B.A.,B.S.	Fall, 1979
Notre Dame	Nursing for Registered Nurses	B.S.	Fall, 1979
Johns Hopkins	Applied Behavioral Counseling (Education)	M.S.	Summer, 1979

TABLE 15 (CONTINUED)

Institution	Program Area	Degree	Implementation
March			
Allegany C. C.	Law Enforcement	A.A.	Fall, 1979
Anne Arundel C.C.	Business Management	A.A.	Fall, 1979
Catonsville C.C.	Civil Engineering Technology	A.A.	Fall, 1979
Howard C. C.	Wholesale and Physical Distribution	A.A.	Fall, 1979
May			
Morgan	Urban Educational Leadership	Ed.D.	Fall, 1979
Bowie	Public Administration	B.S.	Fall, 1979
June			
UMBC	Chemical Physics	M.S.	Fall, 1979

shows the number of new programs approved or endorsed by SBHE from July, 1978 to June, 1979.

In addition, several programs were approved for discontinuance. These are indicated in Table 16.

CHARGEBACK ARRANGEMENTS FOR COMMUNITY COLLEGE PROGRAMS

The Plan supports establishing chargeback arrangements for regional and Statewide programs designated by the State Board for Community Colleges. These arrangements permit out-of-county students to pay in-county rates, when enrolled in designated programs, with the State Board for community Colleges reimbursing the institution for the difference between in-county and out-of-county tuition rates. Such arrangements are designed to increase access to specialized programs, while minimizing the number of these programs needed throughout the State.

Status

The 1979 Maryland General Assembly enacted Senate Bill 745, which authorizes the State Board for Community Colleges to designate Statewide and regional programs and authorizes State funds to be used for reimbursing participating institutions for the out-of-county tuition differential. The State Board for Community Colleges has been appropriated $30,000 in State General funds for the program for FY 1980. Additional Federal funding in the amount of about $25,000 also is expected. To date, the SBCC has designated 14 programs as Statewide or regional under this program.

Assessment

The enactment of SB 745 is consistent with the Plan's recommendation.

PROGRAM DEVELOPMENT AT BOWIE STATE COLLEGE

The Plan contains three specific recommendations for program development at Bowie State College: (1) development of a bachelor's degree program in nursing; (2) development of off-campus business and teacher education courses or programs in Southern Maryland; and (3) development of undergraduate courses for preparing students to enter the proposed University of Baltimore branch law school and utilization of the law school's resources in the undergraduate curriculum. These recommendations were designed to increase enrollments at Bowie

TABLE 16

PROGRAMS APPROVED FOR DISCONTINUANCE

Institution	Program Area	Degree	Effective Date
September			
Cecil Com. Coll.	Medical Laboratory Technology	A.A.	Fall, 1978
May			
CCB	Occupational Therapy	Cert.	Fall, 1979
Charles Cnty. Com. Coll.	Engineering Technology	A.A.	Fall, 1979
Charles Cnty. Com. Coll.	Solid Waste Technology	Cert.	Fall, 1979
Frederick C.C.	Life Insurance	Cert.	Fall, 1979
Frederick C.C.	Property and Casualty	Cert.	Fall, 1979
June			
Prince George's Com. Coll.	Electrical Engineering Technology	A.A.	Fall, 1979

as well as provide the area with needed programs.

Status

The Board of Trustees has submitted proposals for a bachelor's program in Nursing and a master's program in administrative management at the Bowie campus. Bowie currently offers off-campus business courses in Charles County and is exploring the feasibility of offering in-service teacher education courses to teachers in Charles County. The Board of Trustees currently is developing a plan to establish a branch of the University of Baltimore law school at Bowie. In addition, the SBHE at its May 1979 meeting approved a bachelor's program in Public Administration which will be implemented in Fall 1979. This will be the only undergraduate major in public administration in the State.

Assessment

Bowie appears to be making good progress in developing programs which have a potential for increasing the institution's enrollments.

PROGRAM DEVELOPMENT AT UMBC AND UMES

The Plan provides that the University of Maryland continue efforts to transfer programs, or components of programs, from the UMCP or UMAB campuses to UMBC or UMES, including the transfer of faculty, staff, and equipment. Program development at UMBC and UMES should not unreasonably duplicate existing programs at other institutions within the region of each campus, should proceed in directions which will enable the campuses to increase their statewide appeal, and should utilize the specific types of excess space currently in existence or under construction at the campuses.

Status

UMES. During the summer 1978, the University submitted to the SBHE a prospectus for the future development of the UMES campus. Among other plans, the prospectus contained proposals for a number of new (rather than transfers of) programs, each of which was unique to the Eastern Shore.

The following programs were proposed and approved for implementation during Fall 1978: B.S. in Environmental Science, addition of a minor in Special Education to the B.S. program in Elementary Education, and M.Ed. in Guidance and Counseling.

The following programs were proposed and approved for the implementation during the Fall 1979: B.S. in Hotel/Restaurant Management, Bachelor's in Construction Management/Technology, and B.S. in Poultry Technology and Management. In addition, a University-wide graduate program in Marine Estuarine Environmental Sciences, in which UMES will have a role, was proposed and approved.

In addition to new programs, the University has initiated an honors curriculum at UMES. Students performing well in these courses will be guaranteed admission to the UMAB professional schools.

UMBC. In November 1978, the University presented the SBHE with a prospectus for the UMBC campus. The prospectus consisted of programs proposed for the campus. To date, three of the programs proposed in the prospectus have been approved by SBHE: (1) masters program in Chemical Physics; (2) joint doctoral program with UMCP in Applied Developmental Psychology; and (3) bachelors program in Information and Computer Systems Management (transferred from UMCP).

It is anticipated that the remaining proposals submitted for UMBC will be acted on by the end of 1979.

DEVELOPMENTAL PROGRAMS

The Plan provides that SBHE complete by July 1, 1980 a Statewide study of developmental programs, admissions criteria and performance of students. This study will provide information needed to determine specific policies for operating and financing these programs.

Status

During FY 1979 the SBHE initiated a study of developmental activities in Maryland public institutions of higher education. The primary purposes of this study were to: (1) gather comprehensive baseline data on developmental activities, and (2) assess how effectively these activities were meeting their objectives. For purposes of this study, developmental activities were defined as "the policies, practices, programs and courses designed to meet the needs of students entering an institution who, because of socio-economic and/or educational deprivation, physical handicap or other reasons, lack the functional/ academic skills considered necessary to do college-level work at that institution".

Data have been collected and analyzed and the SBHE will report its findings and recommendations during 1980.

EDUCATION PROGRAMS

The Plan contains a recommendation that the SBHE, in cooperation with the State Department of Education, conduct a comprehensive review of education programs at all levels including student admission and graduation requirements.

Status

Recent degree data indicate a continuing decline in the numbers of students, both undergraduate and graduate, receiving degrees in education. (The decline between academic years 1976 and 1977 was: bachelor's - 5.9%, masters - 3.1%, and doctorates - 9.1%.) However, comparison of these trends with data from the Maryland State Department of Education (MDSE) indicates that production of new teachers by Maryland institutions still exceeds the total number of new teachers hired by local school systems. There is no evidence that the decline in the job market for teachers, both nationally and statewide, is likely to change in the near future. The decreasing demand for teachers presents an opportune time to review the need for existing education programs, seek ways to increase their quality, and determine unmet needs. In addition, educators in Maryland have expressed concern about the quality of students attracted to existing programs (the combined mean SAT score for students intending to major in education is 84 points below the overall combined mean for Maryland college-bound seniors).

In cooperation with the MSDE, the SBHE has begun to develop a process for conducting an assessment of education programs based on existing and projected needs for educational personnel. A task force composed of segmental and institutional representatives will be formed to advise on the study. The projected review process will employ and extend Middle States, MCATE, and MSDE data as well as student followup data currently collected by institutions. In addition, the study will focus on student outcomes.

Action

THE SBHE WILL COMPLETE ITS STUDY OF EDUCATION PROGRAMS BY JULY 1980.

IN-SERVICE TEACHER EDUCATION

The Plan requires the SBHE, in cooperation with the State Department of Education and schools and colleges of education, to develop a statewide plan for in-service teacher education throughout the State. This plan was to be completed and submitted to SBHE and The State Department of Education (SDE) by December 31, 1978.

Status

During the latter part of 1978, the Working Committee of the Academic Deans of Colleges of Education submitted to SBHE A Report on In-Service Teacher Education. This paper addressed several problems in coordinating in-service education, offered alternative solutions, and concluded with a recommendation that the Education Coordinating Committee establish a task force composed of institutions and appropriate agencies to continue work on this problem.

The Education Coordinating Committee approved a resolution creating this Task Force (September 1978) with the charge: "(1) to develop a strategy for considering all issues and interrelationships involved in professional development..and, (2) to implement the strategy steadily and purposefully...in order to produce by June 1979 a recommended State plan...".

The 14 member Task Force consists of representatives of SBHE, Board of Trustees of the State Universities and Colleges, the University of Maryland, Morgan State University, State Board for Community Colleges, Maryland State Department of Education, local education agencies, and professional associations of teachers and elementary and secondary school administrators. This group met mothly and will present final recommendations in the near future.

Task Force deliberations have focused upon a survey of existing activities, both in Maryland in other states, and an assessment of in-service education needs as perceived by affected individuals and local education agencies.

Action

THE STATE BOARD FOR HIGHER EDUCATION WILL EVALUATE THE TASK FORCE'S PLAN AND TAKE ACTIONS REQUIRED TO ENSURE APPROVED RECOMMENDATIONS ARE IMPLEMENTED.

CONTINUING EDUCATION PROGRAMS

The Plan provides that the SBHE, in cooperation with the Maryland State Department of Education, conduct a study of non-collegiate credit continuing education. The study, to be completed by December 31, 1980, will provide the basis for coordination of continuing education provided by the secondary and postsecondary education sectors.

Status

During FY 1979, a study (Federally funded under Title I of the Higher Education Act of 1965) was initiated to collect data on non-credit continuing education activities offered by public and indpendent collegiate institutions in Maryland. This study will collect data regarding type of activities conducted, contact hours, cost to participants, Fall 1978 enrollments, sources of funding, and location of course offering (on or off-campus). Data collection has begun and the study is scheduled to be completed by Fall 1979.

Action

SBHE WILL SURVEY LOCAL EDUCATION AGENCIES AND NON-COLLEGIATE INSTITUTIONS TO OBTAIN COMPARABLE DATA FROM THESE AGENCIES. THIS PHASE WILL BE COMPLETED BY DECEMBER 31, 1980 IF FEDERAL TITLE I FUNDS CONTINUE TO BE MADE AVAILABLE.

VI. Finance

The Plan contains a variety of recommendations for financing postsecondary education. The major topics dealt with in the Plan include ensuring that similar activities are equitably funded at different institutions, providing that State funding be at a level that maintains student access to higher education, ensuring that student financial aid programs are effective and increasing institutional accountability.

In addition to finance recommendations included in the Plan, two new areas will be examined this year. A study of foundations associated with public institutions of higher education has been initiated at the request of the Joint Budget and Audit Committee of the General Assembly. All public four-year institutions and six community colleges have foundations. The activities of these foundations are diverse. The report, which will be completed in Fall 1979, will include a description of the size and activities of the foundations as well as guidelines for their relationships with institutions.

The second area to be examined this year is the collection of National Direct Student Loans. There are 12,639 students in default who have received National Defense Student Loans from Maryland institutions; $9.8 million is in default. The default rate for all institutions combined is 20.6 percent (see Table 17). The SBHE will form a task force, which will be chaired by Jim Leamer, Executive Director, Maryland Higher Education Loan Corporation, and will include representatives from all segments of higher education. The Task Force will attempt to resolve the default rate problem in Maryland. The Task Force will examine alternate approaches to collecting defaulted loans and will implement the recommended approach as economically as possible.

TOTAL FUNDING LEVELS

The following recommendation is contained in the Plan.

> WITHIN FIVE YEARS ALL INSTITUTIONS SHOULD BE FUNDED AT 100 PERCENT OF SBHE BUDGETARY GUIDELINE LEVELS IF WARRANTED ON THE BASIS OF THE MERITS OF INSTITUTIONAL REQUESTS AND EVALUATION OF INSTITUTIONAL PERFORMANCE. INSTITUTIONS WHICH ARE ABOVE OR BELOW 100 PERCENT OF THE GUIDELINE LEVEL SHOULD PLAN A TRANSITION TO REACH THE GUIDELINE LEVEL OF SPENDING IN NO MORE THAN FIVE YEARS. NEW PROGRAMS AND SPECIAL REQUIREMENTS, NOT

TABLE 17

MARYLAND COLLEGES PARTICIPATING IN THE NATIONAL DIRECT STUDENT LOAN PROGRAM AND THE DEFAULT RATES OF THEIR FORMER STUDENTS AS OF JUNE 30, 1978

	Number of Students In Default	Amount Outstanding On Loans In Default	Matured Principal	Default Rate
All Instit	12,639	$9,795,940	$47,518,625	20.61%
Pub Instit	10,361	7,377,085	31,544,851	23.39
U. of Md.	3,446	2,702,428	15,142,708	17.85
Balt City	128	111,463	754,431	14.77
Balt Co.	467	377,964	1,299,531	29.08
College Pk.	1,991	1,672,755	11,983,785	13.95
Eastern Shore	830	525,106	1,007,945	52.09
Univ. Coll.	30	15,140	97,016	15.60
St. Universities and Colleges	2,823	2,398,137	7,329,174	32.72
Bowie	482	381,965	1,375,563	27.76
Coppin	1,062	1,104,759	2,121,475	52.07
Frostburg	234	165,018	974,006	16.94
Salisbury	121	70,571	556,215	12.68
Towson	700	504,544	1,837,666	27.45
U. of Balt.	224	171,280	464,249	36.89
Morgan St. U.	1,594	1,144,616	5,962,508	19.19
St. Mary's Col.	71	37,218	180,159	20.65
Com. Colleges	2,427	1,094,686	2,930,302	37.36
Alleg. CC	19	6,578	22,629	29.06
Catons. CC	229	112,248	225,851	49.70
Chesapeake Col.	91	32,737	87,394	37.45
Com. Col. Balt.	957	350,614	859,778	40.77
Dundalk CC	31	17,880	45,785	39.05
Essex CC	60	38,308	156,769	24.43
Frederick CC	33	10,549	22,364	47.16
Garrett CC	26	11,089	53,442	20.74
Hagers. Jr. Col.	35	9,251	19,750	46.84
Harford CC	111	78,884	253,981	31.05
Howard CC	46	20,746	30,659	67.66
Mont. CC	595	316,305	1,001,474	31.58
P. G. CC	194	89,497	150,426	59.49

TABLE 17 (Continued)

Independent Institutions				
	2,073	2,266,179	15,529,657	14.59
Cap Inst Tech	56	54,471	401,127	13.57
Col Notre Dame	6	2,053	231,590	0.88
Col. Union Col.	315	353,904	1,376,913	25.70
Goucher Col.	90	88,344	595,241	14.84
Hood College	71	53,993	628,579	8.58
Johns Hopkins	713	884,178	6,032,395	14.65
Loyola College	129	123,619	2,170,227	5.69
Md Inst of Art	182	134,097	541,010	24.78
Mt. St. Mary's	115	130,058	855,164	15.20
Ner Israel	117	190,919	516,822	36.94
Peabody Instit.	25	28,215	133,696	21.10
St. John's Col.	14	16,082	238,080	6.75
St. Mary's Sem.	6	7,693	115,850	6.64
Villa Julie Col.	95	70,617	369,452	19.11
Washington Col.	99	82,014	414,466	19.78
Western Md Col.	40	45,922	909,045	5.05
Proprietary Inst	205	152,676	444,117	34.38

PROVIDED FOR BY GUIDELINES, SHOULD BE JUDGED ON THEIR INDIVIDUAL MERITS.

Status

Table 18 provides a comparison of institutional expenditures for FY 1979 and FY 1980 appropriations.

Assessment

In FY 1980, seven of the 11 institutions covered by the SBHE guidelines moved closer to 100 percent than they were in FY 1979. Of these, three institutions (Frostburg, Towson, University of Baltimore) which were below guidelines increased toward the 100 percent level and four (UMBC, Coppin, Morgan, St. Mary's) which were above guidelines decreased toward the 100 percent level. On the other hand, four institutions moved away or made no progress toward the 100 percent goal. Of the two institutions below guidelines, UMCP moved further below and Salisbury made no progress. Both UMES and Bowie were above 100 percent in FY 1979 and moved further above in FY 1980.

Action

THE SCHEDULE SET FORTH IN THE ABOVE RECOMMENDATION FOR INSTITUTIONAL BUDGETS TO CONFORM TO GUIDELINE LEVELS SHOULD CONTINUE TO BE FOLLOWED PENDING THE OUTCOME OF THE SCHEDULED REVIEW OF THE BUDGETARY GUIDELINES.

GENERAL FUND SUPPORT

The Plan contains the following recommendation.

> WITHIN FIVE YEARS, THE STATE SHOULD PROVIDE 70 PERCENT OF THE TOTAL FUNDS NEEDED TO FUND GUIDELINE PROGRAMS AT PUBLIC COLLEGES AND UNIVERSITIES. THE REMAINING INSTITUTIONAL COSTS SHOULD BE BORNE BY STUDENT TUITION AND FEES AND BY OTHER INSTITUTIONALLY GENERATED REVENUES. NON-GUIDELINE PROGRAMS SHOULD BE FUNDED BASED ON THEIR INDIVIDUAL MERITS.

Status

Table 19 indicates, by institution, the percentages of general fund support for programs covered by budgetary guidelines.

TABLE 18

TOTAL FUND SUPPORT IN GUIDELINE PROGRAMS
AS A PERCENT OF SBHE GUIDELINES

	FY 1979 Expenditures	FY 1980 Appropriation
University of Maryland		
College Park	97.7%	94.6%
Eastern Shore	120.1	122.1
Baltimore County	118.3	107.3
State Universities and Colleges		
Bowie	105.5	110.1
Coppin	103.0	97.5
Frostburg	96.4	100.9
Salisbury	91.9	92.0
Towson	92.3	93.4
University of Baltimore	80.6	83.0
Morgan	115.7	104.5
St. Mary's	105.0	101.9

TABLE 19

GENERAL FUND SUPPORT IN GUIDELINE PROGRAMS
AS A PERCENT OF TOTAL FUNDS
IN GUIDELINE PROGRAMS

	FY 1979 Expenditures	FY 1980 Appropriation
University of Maryland		
College Park	61.1%	62.5%
Eastern Shore	77.9	74.6
Baltimore County	77.9	77.5
State Universities and Colleges		
Bowie	70.7	70.6
Coppin	61.0	65.0
Frostburg	68.7	72.0
Salisbury	66.4	66.4
Towson	61.9	63.2
University of Baltimore	52.0	54.2
Morgan	69.7	65.3
St. Mary's	76.7	75.5

Assessment

In FY 1980, eight of the 11 institutions covered by the guidelines moved closer to 70 percent State funding. Five institutions (UMCP, Coppin, Frostburg, Towson, University of Baltimore) were below 70 percent in FY 1979 and increased toward 70 percent in FY 1980. Three institutions (UMES, UMBC, St. Mary's) were above 70 percent in FY 1979 and moved closer to 70 percent in FY 1980. Bowie remained at about 71 percent for both years while Salisbury remained at the same level below 70 percent for both years. Morgan was at 70 percent in FY 1979 but moved below 70 percent in FY 1980.

Action

THE SCHEDULE FOR MOVING TOWARD 70 PERCENT STATE SUPPORT OF GUIDELINE PROGRAMS, AS INDICATED IN THE ABOVE RECOMMENDATION, SHOULD CONTINUE TO BE FOLLOWED.

SELF-SUPPORTING INSTRUCTIONAL ACTIVITIES

The Plan provides for the SBHE to study and develop recommendations concerning State policies for funding summer schools and mini-mesters at public colleges and universities and for funding University of Maryland University College. Historically, direct State funding has not been provided for these activities except for some overhead costs.

Status and Recommendations

The SBHE has completed a study of self-supporting instructional programs at public colleges and universities. Copies of the report are available upon request. The recommendations in the report were adopted by the SBHE at its May 1979 meeting.

> THE STATE BOARD FOR HIGHER EDUCATION RECOMMENDS THAT ALL DIRECT INSTRUCTIONAL AND PUBLIC SERVICE COSTS OF SUMMER SCHOOL, MINI-MESTERS, AND THE UNIVERSITY COLLEGE BE SELF-SUPPORTING AT PUBLIC FOUR-YEAR INSTITUTIONS. HOWEVER, SUMMER SCHOOL AND MINI-MESTER PROGRAMS SHOULD NOT BE REQUIRED TO CONTRIBUTE TO COSTS OF THE REGULAR PROGRAMS OF THE INSTITUTIONS WHICH WOULD BE INCURRED IRRESPECTIVE OF THE EXISTENCE OF SUMMER SCHOOLS AND MINI-MESTERS AND THE UNIVERSITY COLLEGE SHOULD NOT BE CHARGED FOR THESE COSTS AT THE CAMPUSES ON WHICH IT OFFERS COURSES.

This recommended policy will require additional General Funds because overhead activities which now are partially funded by self-supporting programs will be supported as part of total State-supported programs. This policy will require increased General Funds of $1,664,432 in FY 1981 ($1,255,432 for summer schools/mini-mesters and $411,000 for UMUC).

The recommended policy has a number of advantages over other alternatives considered.

1. All self-supported instructional programs in the public colleges and universities will be supported in an equitable and comparable manner.

2. The quality of these programs will be maintained by providing sufficient funds to meet necessary costs, but not provide more funds than are justified by costs.

3. Year-round programs whose costs are comparable to those of Fall and Summer sessions will receive support comparable to that provided similar programs during regular sessions.

4. Students will be encouraged to use campuses between regular terms because costs and program quality for the special sessions will be comparable to those for the regular term.

STATE SUBSIDY OF AUXILIARY ENTERPRISE OPERATIONS

Fiscal year 1981 will be the final year in which the State provides a subsidy to institutions for plant operation and maintenance costs of auxiliary enterprise facilities. The State has decreased its rate of subsidy for these operations by ten percent per year since FY 1972. The Plan contains a recommendation that this schedule continue to be followed because the subsidy provides benefits only to certain categories of students who in terms of equity should pay for these services.

Status

The FY 1980 budget allows for the scheduled phase-out of the auxiliary enterprise subsidy.

Action

THE SCHEDULE FOR PHASING OUT THE STATE SUBSIDY FOR AUXILIARY ENTERPRISE FACLILITIES SHOULD CONTINUE TO BE FOLLOWED AS RECOMMENDED IN THE PLAN.

FACULTY AND ADMINISTRATIVE SALARIES

The Plan contains a recommendation that faculty and administrative salary levels at all public colleges and universities be competitive with those at comparable institutions. Specifically recommended was additional funding for faculty salaries in FY 1980 for UMCP (which SBHE analysis had identified as being particularly low in comparison to similar campuses) to permit it to bring salaries closer to competitive levels.

Status

The SBHE supported $1.4 M in the FY 1980 budget request for UMCP faculty salary increases over and above Statewide across-the-board increases. The 1979 Maryland General Assembly appropriated $1,000,000. The University, however, plans to distribute these funds among its campuses, rather than earmarking them for UMCP.

The SBHE is conducting a Statewide study of faculty and administrative salary levels. Details of this study are provided in Chapter 2 of this report.

BUDGET ANALYSIS METHODOLOGY

The Plan recommends the SBHE budgetary guidelines be utilized to examine budgetary requests from public colleges and universities. This approach, which concentrates on total program costs and analysis of the costs of comparable programs among institutions, is recommended because of its focus on broad issues and equity in the distribution of funds. The Plan further recommends that the SBHE, the segments, the Department of Budget and Fiscal Planning, and the Department of Fiscal Services agree on guidelines to be used each year.

Status

During review of the FY 1980 budgets, the budgetary guidelines were utilized by SBHE when developing recommendations presented in the consolidated budget for higher education. The guidelines, revised to reflect inflation, also were used to develop the FY 1981 MARC recommendation. In addition, the budget and MARC processes also took into account requests for specific quality improvements and other special needs not provided for by the guidelines.

Assessment

The effective use of budget analysis guidelines depends on the availability of accurate and comparable data from institutions. A good deal of progress has been made during the past year in developing a uniform system of accounts for budgets at public four-year institutions. A task force established by SBHE with membership from institutions, segments, and appropriate State agencies met frequently and agreed on a uniform financial reporting system. Agreement was reached early in this process that development of a uniform system of accounts should be completed prior to any revision of the SBHE budgetary guidelines.

Now that a uniform financial reporting system has been developed, a review of the budgetary guidelines needs to be undertaken before the FY 1982 budget cycle for a number of reasons. First, experience gained in the use of guidelines has made many of their strengths and weaknesses apparent. Second, now with stable or declining enrollments, the review can take into account characteristics of guidelines appropriate for these conditions. Third, revising the guidelines at this time will make it possible to take into account concerns posed by the segments, Department of Budget and Fiscal Planning, and Department of Fiscal Services. Involving these agencies in the process is expected to result in an improved and less duplicative budgetary review process at all levels and one less burdensome and complex for institutions.

Action

THE SBHE, IN CONSULTATION WITH PUBLIC INSTITUTIONS AND SEGMENTS, DBFP, AND DFS, WILL REVIEW AND REVISE, AS NEEDED, THE CURRENT BUDGETARY GUIDELINES. THIS PROCESS WILL BE COMPLETED BY FEBRUARY 1, 1980, IN TIME FOR USE IN THE FY 1982 MARC PROCESS.

LEVEL OF DETAIL IN BUDGETS

The Plan contains the recommendations that the SBHE initiate discussions with the Department of Budget and Fiscal Planning and the Legislature to determine the feasibility of developing budget formats which require less detailed expenditure requests. This would reduce the burden of budget preparation as well as provide institutions with more fexibility to expend funds within specific budget programs.

Status

The SBHE has required a format for MARC and budget submissions which emphasizes program changes in terms of inflationary requirements, quality changes, program modifications and activity level changes.

Action

THE SBHE WILL EVALUATE DATA RECEIVED IN FALL BUDGET SUBMISSIONS AND MAKE RECOMMENDATIONS CONCERNING BUDGET FORMAT TO THE DEPARTMENT OF BUDGET AND FISCAL PLANNING, AND TO THE LEGISLATURE.

POST AUDITS AND EVALUATION

The Plan provides that the SBHE develop a process for evaluating the overall effectiveness of institutional operations. This provision is consistent with SBHE'S statutory responsibility to "...investigate and evaluate, in consultation with the agencies and institutions concerned with postsecondary education in the State, their present and future capability to meet State needs for postsecondary training and research." Major purposes of the evaluation process are to help ensure quality and efficiency, to provide a better basis for policy and budgetary decisions, and to lessen the need for pre-audits and related budgetary controls.

Status and Action

The SBHE has completed development of a process for evaluating the performance of institutions. This process will involve all public institutions within the State. Under this process, every public institution will be evaluated on a five-year cycle. SBHE visits will be coordinated with visits from the Commission on Higher Education of the Middle States Association of Colleges and Schools. By agreement with Middle States, when a public institution is scheduled for a regional

evaluation, its self-study will be submitted to the SBHE at the same time it is presented to the Middle States Association.

During the conduct of a visit, the SBHE team will focus on the administration of the institution, the financial management of the institution, and physical plant maintenance. The chairperson of the Middle States team will be selected from outside the Middle States Region. The SBHE team will include its findings in a separate report to the Board and will share them with the regional teams.

Segment boards will provide evaluation reports resulting from their ongoing internal evaluations to both the SBHE and Middle States. The Maryland State Board for Community Colleges has completed development of a comprehensive evaluation system and the other segments are developing similar systems. Professional accrediting associations will continue their activities with Maryland institutions.

The SBHE will follow its usual procedure in acting on the continuation or reaffirmation of an institution's approval to operate after a report has been received from the evaluation team.

The SBHE and the Middle States Association are in the process of establishing a five-year schedule for evaluating public institutions in Maryland.

Action

THE INSTITUTIONAL EVALUATION AND DEVELOPMENT PROCESS WILL BE IMPLEMENTED DURING THE 1979 ACADEMIC YEAR.

NEED-BASED GRANTS FOR PROPRIETARY SCHOOL STUDENTS

The Plan contains a recommendation that the State establish a need-based grant program for the more than 20,000 students who annually enroll in the approximately 150 proprietary schools operating in the State. This recommendation was made to provide these students with access to the same type of aid available to students enrolled in collegiate institutions.

Status

The 1979 Maryland General Assembly enacted House Bill 1422, which establishes a need-based State-funded grant program for students enrolled in SBHE-approved proprietary schools. The program will make available scholarships up to $1,500 annually. Because the program is based on student financial need, it will be eligible for Federal matching funds. For its first year of operation (FY 1980), a supplemental appropriation of $100,000 has been approved. The program will be administered by the Maryland State Scholarship Board.

Assessment

Enactment of the need-based grant program for students attending proprietary schools eliminates an inequity in the State's overall financial aid program. The legislation, however, has one provision which could make some proprietary school students ineligible for the program. Only students attending institutions with enrollments of at least 25 full-time students are eligible for the grants. Although this was intended to discourage the establishment of schools for the sole purpose of enrolling students eligible for aid, the SBHE has minimum standards which safeguard against such abuse. Because students can receive grants only if enrolling in schools approved by SBHE, adequate safeguards already are incorporated in the legislation. Legislation will be introduced in the 1980 Maryland General Assembly to eliminate the minimum institutional size requirement from the need-based grants program for students attending proprietary schools.

DATA AVAILABILITY

The Plan contains a recommendation that SBHE, in cooperation with the Maryland Higher Education Loan Corporation, the State Scholarship Board, and the segments ensure that demographic data are collected for students receiving financial aid and that the SBHE analyze these data in order to evaluate existing student aid programs.

Status

No progress has been made to date on implementing this recommendation.

Action

THE SBHE WILL WORK WITH THE MARYLAND HIGHER EDUCATION LOAN CORPORATION AND THE STATE SCHOLARSHIP BOARD TO IMPLEMENT THIS RECOMMENDATION IN FY 1981.

FEDERAL STUDENT AID DISTRIBUTED BY FORMULA TO STATES AND INSTITUTIONS

The Plan provides that the SBHE monitor the amount of Federal aid received by Maryland through the programs which are formlula-funded and that the SBHE ensure accurate data are used for computation of the State's entitlement. The Plan contains the recommendation that the SBHE assist institutions in applying for discretionary funds available in formula-funded programs.

Status

During the past year, the SBHE completed a detailed statistical study of the distribution of Federal funds to States through the following formula-funded programs: Basic Educational Opportunity Grants (BEOG), Supplemental Educational Opportunity Grants (SEOG), College Work-Study (CWS), National Direct Student Loans (NDSL), and State Student Incentive Grants (SSIG). The report is available from SBHE on request.

The SBHE has not had sufficient resources to assist Maryland institutions in applying for discretionary funds.

Assessment

Maryland has about 1.9 percent of the Nation's population and about 2 percent of the students enrolled nationally in institutions of higher education. However, Maryland receives a slightly lower percentage of Federal funds in formula-funded programs. Table 20 indicates Maryland's share of funds received for the five formula- funded programs for recent fiscal years. One possible explanation is Maryland's relatively high level of per capita income. This would suggest that Maryland students, as a group, would have lower levels of financial need than students in less wealthy states. On the other hand, because Maryland institutions tend to have relatively high tuition levels, this should have the effect of compensating to some extent for the State's high per capita income. Further analysis is required to determine the reasons for the discrepancies in shares of funds received by Maryland Institutions.

TABLE 20

MARYLAND'S PERCENTAGES OF FUNDS FOR
FIVE FEDERAL STUDENT AID PROGRAMS

Fiscal Year	SEOG	SSIG	CWS	NDSL	BEOG
1973	1.63%	1.82%	1.65%	1.54%	1.34%
1974	1.68	1.81	1.62	1.59	1.43
1975	1.70	1.83	1.70	1.62	1.56
1976	1.62	1.73	1.68	1.53	1.56
1977	1.59	1.72	1.65	1.49	1.54
1978	1.59	1.78	1.66	1.49	1.58

Analysis also has indicated that some Maryland data used in Federal aid computation has been somewhat inaccurate. Monitoring is needed to ensure that inaccuracies are eliminated.

Action

THE SBHE WILL CONTINUE TO MONITOR MARYLAND'S SHARE OF FEDERAL STUDENT AID FUNDS OBTAINED UNDER FEDERALLY-FUNDED PROGRAMS AND THE ACCURACY OF DATA USED TO COMPUTE FUND ALLOCATIONS.

BEOG AWARDS

The Plan contains a recommendation that all applicants for General State Scholarships and Other Race Grants be required to file an application for a Federal Basic Educational Opportunity Grant. The purpose of this recommendation is to ensure Maryland students obtain the maximum amount of Federal financial aid to which they are entitled.

Status

This recommendation has not yet been implemented.

Action

THE SBHE WILL WORK WITH THE STATE SCHOLARSHIP BOARD TO IMPLEMENT THIS RECOMMENDATION DURING FY 1980.

EDUCATION INFORMATION CENTERS

The Plan provides for SBHE to implement the provisions of Title IV of the Higher Education Act for establishment of Education Information Centers. This effort is designed to improve the quality and coordination of information available to students concerning all aspects of postsecondary education.

Status

The SBHE received Federal support for planning Education Information Centers and this planning is almost completed. This effort consists of three components: (1) an assessment of needs of the citizens of Maryland for information about postsecondary education; (2) an assessment of education information systems

currently in existence; and (3) development of a plan for effectively coordinating delivery of needed information to citizens. The Plan will be issued during the Fall of 1979.

GRANTS FOR IMPROVING PROGRAM EFFICIENCY

The Plan contains a description of difficulties involved in reallocating funds at institutions during a period of stability or contraction, and the resulting constraints on their undertaking new initiatives. Consequently, it provided for the following action.

> The SBHE will implement a program of providing grants to institutions for improving the efficiency of their programs. SBHE will solicit proposals for funding such improvements beginning in FY 1979 and will request continuation and expansion of this program in subsequent years.

Status

The SBHE requested and received $50,000 in each of its FY 1979 and FY 1980 budgets to implement this program. During FY 1979, four grants were made under this program:

Institution/Agency	Purpose	Amount
Catonsville Community College	Planning for Comprehensive Information System	$15,000
BTSUC	Development of Segment Fiscal and Management Information System	$15,000
Baltimore County Community Colleges	Planning for Integration of Information Systems of the three colleges	$13,000
State Board for Community Colleges	Assessment of Community College Remedial Education Programs	$7,000

Action

THE SBHE WILL EVALUATE ANNUALLY ACCOMPLISHMENTS AS A RESULT OF PROGRAM EFFICIENCY GRANTS AND, IF THE RESULTS WARRANT, REQUEST ADDITIONAL FUNDS FOR THIS PURPOSE IN COMING YEARS.

VII. Facilities

Major facilities recommendations in the Plan concern improving facilities currently in existence and improving planning for facilities. These emphases are appropriate for an era of stable or declining enrollments and increasing fiscal constraints.

PRIORITIES FOR FUNDING FACILITIES

The Plan established categories of projects and the priority these categories would receive in SBHE's review of FY 1980 capital budget requests. These are in priority order: (1) COMPLETION OF AND EQUIPPING OF PROJECTS WHICH ALREADY HAVE BEEN FUNDED; (2) IMPROVEMENT OF HANDICAPPED ACCESSIBILITY; (3) RENOVATION AND ALTERATION OF EXISTING FACILITIES, PARTICULARLY PROJECTS IMMEDIATELY REQUIRED TO PROTECT LIFE OR AVOID MAJOR PROPERTY DETERIORATION; (4) ENERGY CONSERVATION AND UTILITIES IMPROVEMENTS; (5) SITE IMPROVEMENTS; (6) EXPANSION OF EXISTING FACILITIES; (7) CONSTRUCTION OF NEW FACILITIES; AND (8) REAL PROPERTY ACQUISITION.

Status

These priorities as well as other criteria were used by SBHE in the review of the FY 1980 Capital budgets.

Assessment

Experience indicated that emergency requests need higher priority to ensure they are completed in a timely manner. In addition, continuing sharp increases in the cost of energy and the increasing possibility of energy shortages dictated that energy conservation projects receive higher priority.

Action

THE SBHE WILL UTILIZE THE FOLLOWING SET OF PRIORITY CATEGORIES, IN ADDITION TO THE MERITS OF INDIVIDUAL PROJECTS, IN REVIEWING FY 1981 CAPITAL PROJECT REQUESTS: (1) PROJECTS IMMEDIATELY REQUIRED TO PROTECT LIFE OR AVOID MAJOR PROPERTY DETERIORATION; (2) COMPLETION OF AND EQUIPPING OF PROJECTS WHICH HAVE ALREADY BEEN FUNDED; (3) ENERGY CONSERVATION; (4) IMPROVEMENT OF HANDICAPPED ACCESSIBILITY; (5) RENOVATION AND ALTERATION OF EXISTING FACILITIES; (6) UTILITIES IMPROVEMENTS; (7) SITE IMPROVEMENTS; (8) EXPANSION OF EXISTING FACILITIES; (9) CONSTRUCTION OF NEW FACILITIES; AND (10) REAL PROPERTY ACQUISITION.

ELIMINATION OF DEFERRED MAINTENANCE PROJECTS

The Plan provides that each public segment submit to SBHE by March 1, 1979 a plan for the elimination of deferred maintenance projects.

Status

In the development of the FY 1980 operating budget recommendations and the FY 1981 MARC recommendations, the SBHE requested that institutions and segments submit their deferred maintenance projects. This provided the basis for SBHE budgetary recommendations for these projects.

Assessment

Additional information is needed on long-range institutional funding requirements and greater uniformity is needed in information provided by segments and institutions.

Action

THE UNIVERSITY OF MARYLAND, THE STATE UNIVERSITIES AND COLLEGES, MORGAN, AND ST. MARY'S WILL SUBMIT FIVE-YEAR PLANS FOR ELIMINATING REMAINING DEFERRED MAINTENANCE PROJECTS AS PART OF THEIR ANNUAL PLANS BEGINNING IN 1980.

PREVENTIVE MAINTENANCE PLANS

The Plan contains a recommendation that public institutions and segments submit five-year preventive maintenance plans by August 1, 1979. The recommendation indicates that these plans will be consistent with policies, standards, and guidelines for State facilities established by the Department of General Services.

Status

The Department of General Services issued its newly developed Comprehensive Maintenance and Repair Program Manual in December, 1978. This manual provides guidance to insititutions and segments for developing overall maintenance programs, a portion of which includes preventive maintenance programs. Under these guidelines, public institutions and segments are to provide an evaluation of their maintenance programs annually to DGS. The DGS guidelines will be updated annually.

Action

INSTEAD OF REQUIRING SUBMISSION OF FIVE-YEAR PLANS, THE SBHE WILL REVIEW THE ANNUAL SUBMISSIONS BY PUBLIC INSTITUTIONS AND SEGMENTS TO DGS TO DETERMINE THE ADEQUACY OF THEIR PREVENTIVE MAINTENANCE PROGRAMS. BASED ON THIS REVIEW, SBHE WILL SUGGEST ANY NEEDED REVISIONS.

CONSTRUCTION OF DORMITORIES

This issue is being dealt with through a study currently underway. Details of this study are provided in Chapter 2 of this report.

HANDICAPPED ACCESSIBILITY

The Plan provides that the SBHE request from public institutions and segments, as part of their FY 1980 Capital budget requests, projects required to implement the provisions of the Federal Rehabilitation Act of 1973 concerning accessibility for the handicapped.

Status

Institutions submittd thse projects as part of their FY 1980 Capital budget requests. These projects constituted Phase I of complying with the Federal legislation. In addition, many institutions have requested funds in their FY 1981 MARC requests for handicapped accessibility modifications.

Institutions will continue to submit their remaining projects as part of their Capital budget requests.

CAMPUS CAPITAL DEVELOPMENT PLANS

The Plan provides that campus development plans be submitted to the SBHE as part of annual capital budget requests by public institutions and segments.

Status

Segments and institutions have campus capital development plans in various phases of development. Some have been almost completely developed, others require revision or are out-of-date.

Assessment

There is a continuing need for completed and up-to-date plans for capital budget review. However, to help ensure that these plans are as useful as possible, standardized and complete inventories of campus facilities must be available and detailed guidelines must be developed for determining space needs.

Action

PUBLIC INSTITUTIONS WHICH ARE NOT CURRENTLY INVOLVED IN THE PROCESS OF PLANNING FOR, OR WRITING, NEW PLANS WILL NOT BE REQUIRED TO SUBMIT UPDATED CAMPUS DEVELOPMENT PLANS UNTIL A STATEWIDE FACILITIES INVENTORY IS COMPLETED AND SPACE GUIDELINES REVISED. PUBLIC INSTITUTIONS WHICH HAVE NEARLY COMPLETED (MORE THAN 75% COMPLETE) PLANS ARE ENCOURAGED TO CONTINUE DEVELOPING THEM AND PROVIDE UPDATES ONCE THE STATEWIDE SPACE INVENTORY AND SPACE GUIDELINES ARE REVISED.

ENERGY CONSERVATION

The Plan recommends two energy conservation measures: (1) that FY 1981 capital project requests for buildings include a life cycle cost and energy consumption analysis and (2) that public institutions of higher education participate in the Federal energy audit and construction programs of the National Energy Act.

Status

The Department of General Services currently is developing guidelines for carrying out life cycle cost and energy consumption analyses. These will not be completed in time to permit segments and institutions to include such analyses with FY 1981 capital project requests.

The Education Coordinating Committee has been designated as the group responsible for implementing provisions of the National Energy Act for education in Maryland. The SBHE and the State Department of Education participated in the development of

the State's application for federal funding to perform preliminary energy audits and energy audits as required by the Act.

Action

FOLLOWING PROMULGATION OF FEDERAL GUIDELINES, THE SBHE AND THE STATE DEPARTMENT OF EDUCATION (SDE) WILL PARTICIPATE IN DEVELOPING A PROPOSAL FOR FEDERAL FUNDING OF TECHNICAL ASSISTANCE TO AND ENERGY CONSERVATION MEASURES FOR INSTITUTIONS UNDERTAKING SUCH PROJECTS. IN ADDITION, THE SBHE AND THE SDE WILL PROVIDE ASSISTANCE TO ALL EDUCATIONAL INSTITUTIONS WHICH PARTICIPATE IN THIS ACT.

CAPITAL REQUESTS WILL BE REQUIRED TO CONTAIN LIFE CYCLE COSTS AND ENERGY CONSUMPTION ANALYSES DURING THE BUDGET CYCLE FOLLOWING FINAL APPROVAL OF THE GUIDELINES.

STATEWIDE FACILITIES INVENTORY

The Plan provides that the SBHE, in cooperation with the Department of State Planning and Segments, develop an automated facilities inventory system for all institutions of higher education by July 1, 1979.

Status

The SBHE was delayed in securing the services of a consultant to design software for the proposed system until January, 1979. Therefore, only preliminary work on system design has been completed. This project is of increasingly high priority because of the need for up-to-date information on the space available at each campus.

Action

A REVISED TARGET FOR THE COMPLETION OF THE FACILITIES INVENTORY IS JULY 1, 1980.

REVIEW OF FACILITY SPACE REQUIREMENT GUIDELINES

The Plan provides that the SBHE, during 1979, initiate a review of current space guidelines, in cooperation with the Departments of State Planning and General Services and the public segments of higher education.

Status

The guideline review will be completed following development of the Statewide Facilities Inventory.

VIII. Faculty, Libraries, and Computer Services

FACULTY

The Plan recommends that the SBHE, in cooperation with the segments analyze the age, rank, and tenure status of faculty by July 1, 1979.

Status

The SBHE did not have sufficient resources to carry out the recommended study by the deadline. Instead, the SBHE in cooperation with the segments has begun development of a system for submitting faculty data on computer tape rather than on paper forms, as is currently done. This system will provide the segments and SBHE with a sophisticated data base needed to carry out regularly the anlayses of faculty status called for in the recommendation. The present timetable calls for a fully operational system for Fall 1980.

Action

THE ANALYSIS OF THE STATUS OF FACULTY SHOULD BE DEFERRED UNTIL THE FACULTY DATA SYSTEM IS COMPLETED. ONCE NEEDED DATA ARE AVAILABLE PERIODIC ANALYSES SHOULD BE MADE OF FACULTY STATUS FOLLOWED BY APPROPRIATE RECOMMENDATIONS.

LIBRARIES

The Plan contains recommendations concerning development of standards for determining library adequacy, library planning and coordination, and library automation.

Status

The SBHE requested and has been authorized an Academic Library Specialist beginning this fiscal year who will be responsible for beginning implementation of the recommendations in the Plan. This staff member will be responsible for taking a leadership role in the planning and coordination of academic library activities statewide.

COMPUTER SERVICES

The Plan includes a description of current inter-segmental cooperation in the use of computing services, outlines the need for increased sharing in the future, and lists the following as issues:

- justification of current expenditures

- effectiveness of current budget practices used to fund computer services

- effectiveness of procurement policies, and

- Statewide planning and coordination of computer services.

The Department of Budget and Fiscal Planning (DBFP) planned to initiate, under contract, a comprehensive study of higher education computing at the time the Plan was being developed. Accordingly, the following action was proposed:

> THE STATE BOARD FOR HIGHER EDUCATION WILL PARTICIPATE IN A STUDY OF THE DATA PROCESSING REQUIREMENTS OF MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN COOPERATION WITH THE DEPARTMENT OF BUDGET AND FISCAL PLANNING, TO FIND WAYS OF ENHANCING THE EFFICIENCY AND EFFECTIVENESS OF HIGHER EDUCATION DATA PROCESSING.

Status

The DBFP initiated the study in June 1978 through a contract with Arthur Anderson and Company. An SBHE staff member participated as a member of an advisory board that provided policy guidance for the study. Following the Arthur Anderson and Company study, the DBFP issued a Plan for Redirection of Data Processing for Higher Education in March 1979. This plan includes the following recommendation:

> The State Board for Higher Education recommend and maintain a Statewide plan and planning guidelines for computing and data processing in the State public four-year colleges and universities.

In addition, the DBFP plan recommends that the two segments of public four-year institutions, Morgan State University, and St. Mary's College, each develop and maintain annual plans reflecting their short term and five year intentions for data processing and computing. Other recommendations concerned segment-wide coordination of computing and obtaining user participation in decisions. Finally, the Plan recommends that:

The State Board for Higher Education, Morgan State University, St. Mary's College, the Board of Trustees of State Universities and Colleges and the University of Maryland each develop plans for the implementation of the recommendations in this report and make periodic reports of progress.

The University of Maryland is developing an academic and administrative computing network to meet the research, instructional and administrative needs of all the campuses within the University. The Administrative Computing Network (ACN) is now installing common hardware and software, endorsed by the Department of Budget and Fiscal Planning, which will meet the operational needs of the campuses and the management information needs of the campuses and Central Administration when in place. The University intends to make available any appropriate software to other institutions in the State. As an example, Morgan State currently is participating in the planning of the University Student Records System, which will be implemented in the Administrative Computing Network. In the near future, the Presidential Task Force will be proposing the plan to support academic computing.

Morgan State University has prepared a plan for providing computing services which is now being revised to take into account issues raised by the Department of Budget and Fiscal Planning.

As the first phase of developing its plans, the Board of Trustees of the State Universities and Colleges is assessing its own needs and those of all the State universities and colleges, and determining the most appropriate data processing concept for meeting those needs. In addition, bids have been received and a contract is being negotiated for an independent consultant to review, evaluate, and make recommendations concerning: (1) the finance and student data systems of the Board of Trustees of the State Universities and Colleges; and (2) the organization structures and personnel alignments to support these software/hardware concepts. The contractor's final report is due November 30, 1979. Based upon the results of that report, the Board of Trustees intends to formulate its plans for data processing.

Action

1. THE SBHE WILL INCLUDE IN ITS FY 1981 BUDGET "SEPARATE LIST" A REQUEST FOR FUNDS NEEDED TO DEVELOP A STATEWIDE PLAN FOR PROVIDING COMPUTER SERVICES FOR FOUR-YEAR PUBLIC INSTITUTIONS. IF NECESSARY RESOURCES ARE MADE AVAILABLE, THE PLAN WILL BE COMPLETED BY JUNE 30, 1981. THE PLAN WILL BE REVIEWED AND REVISED AS NEEDED ON AN ANNUAL BASIS.

The SBHE does not have the specialized staff necessary to deal with all aspects of developing an effective Statewide plan for computing services. Therefore, in order to avoid increasing full-time staff and to obtain the full range of necessary expertise, the SBHE will make use of consultants to develop a Statewide plan for providing higher education computing services if sufficient resources can be made available.

2. SEGMENTAL PLANS FOR PROVIDING COMPUTER SERVICES WILL BE SENT TO THE SBHE FOR ITS REVIEW AS PART OF 1981 ANNUAL PLAN SUBMISSIONS.